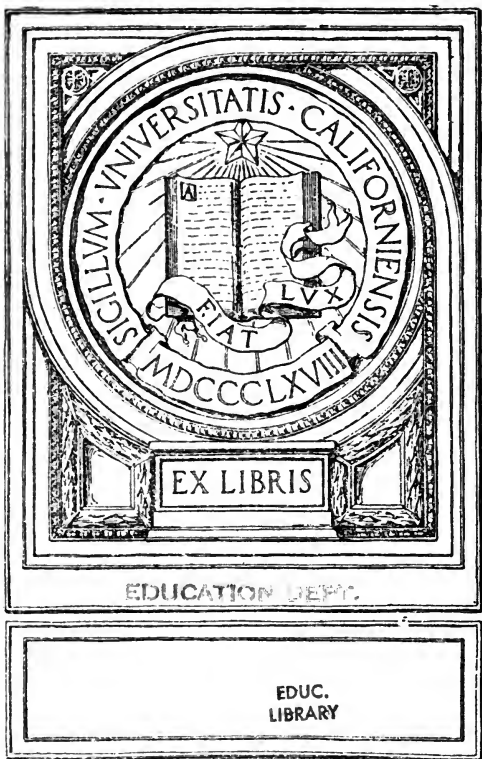


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THE TENTH YEARBOOK

OF THE
NATIONAL SOCIETY FOR THE STUDY
OF EDUCATION

PART I
THE CITY SCHOOL AS A COMMUNITY
CENTER

BY

H. C. LEIPZIGER, MRS. S. E. HYRE, R. D. WARDEN, C. W. CRAMPTON
E. W. STITT, E. J. WARD, MRS. E. C. GRICE
C. A. PERRY

EDITED BY THE SECRETARY

THIS YEARBOOK WILL BE DISCUSSED AT THE MOBILE MEETING
OF THE NATIONAL SOCIETY, WEDNESDAY,
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PREFACE

This yearbook is planned to include accounts of actual experiments that have been tried in making the school a community center, so that other communities may learn of the possibilities and difficulties of putting into practice what has already been achieved in some of the most advanced communities. At the National Education Association meeting for 1902 (p. 373 of *Proceedings*) John Dewey discussed very ably the theoretical aspects of the problem as requested, but said:

I do not feel that the philosophical aspect of the matter is the urgent or important one. The pressing thing, the significant thing, is really to make the school a social center; that is, a matter of practice and not of theory. Just what to do in order to make the schoolhouse a center of full and adequate social service, to bring it completely into the current of social life—such are the matters I am sure which really deserve the attention of the public and occupy your own minds.

The contributors to this volume have described in a concrete way the extent and character of the work carried on under their direction, giving methods employed, results secured, concrete incidents, difficulties, criticisms, suggestions, and comparison with similar work in other communities.

The secretary desires to express his appreciation of the work of the specialists who have provided the material, and of the large assistance rendered by Mr. Clarence A. Perry, of the Russell Sage Foundation, in organizing the program for the yearbook.

Part II of the *Tenth Yearbook* supplements this volume with a similar discussion of "The Rural School as a Community Center."

I. ADULT EDUCATION AND THE NEW YORK PLAN OF PUBLIC LECTURES¹

HENRY M. LEIPZIGER

Supervisor of Lectures, New York City

AND

CLARENCE A. PERRY

Russell Sage Foundation, New York City

A visitor to one of the evening lecture centers sees first two flaring gas lamps illuminating a bulletin board and a pair of quick-yielding doors, then he passes into a lobby, or perhaps up a flight or two of clean stairs, animate with a procession of babbling people, and enters a sloping, amphitheater-like auditorium or else a level, desk-filled assembly-room where a man is busy with rubber-tubes, copper-tanks, and a machine on a tripod which contains two eyes, one over the other, that look straight at a square white surface stretched wall-like on the platform in front. Or perhaps, instead of this bleached expanse, he sees some tables laden with test-tubes, retorts, and wicked yellow bottles, and near by a young man crushing gritty stuff in a mortar; or maybe a background of charts shining with muscle, nerves, and viscera, setting off an amiable skeleton swinging idly from a mail, and a boy with bandaged leg and head lying supine on a table among "red-cross" lint and aseptic cotton. Or in the place of this hospital and laboratory paraphernalia he may confront an open piano with sheet-music anticipatively placed. But always he finds a hushed audience, devoid of children, awaiting the terse introduction of the speaker of the evening by the official-like personage in charge. These are some of the things witnessed between 7:30 and 8:15 on a winter's evening at the school lecture centers in New York. A moment after the latter hour the doors will be locked and the door-tender beyond the reach of entreaties.²

¹ This paper is composed of excerpts from Mr. Leipziger's official reports supplemented by excerpts from Mr. Perry's *Wider Use of the School Plant*. Mr. Leipziger was prevented at the last moment from preparing a special paper that he had planned for this yearbook, and Mr. Perry kindly provided this material. The footnotes indicate the sources of the excerpts.—EDITOR.

² Perry, *Wider Use of the School Plant*, 200.

PHYSICAL CONDITIONS

There are at present 118 school buildings in use as lecture centers, of which 40 have auditoriums of the newer style, 30 have so-called assembly halls not used for class purposes, 24 have assembly halls consisting of classrooms with sliding doors, and in 24 of the buildings the lectures are given on the playground floor; of these 24, 17 are in Manhattan and 6 in the Bronx.

The playground floors are chosen because so many people dislike climbing up so many steps to the top floor. But these playground floors should not be used at all, as the ceilings are low and the floors are flat, so that those in the rear cannot well see the illustrations thrown upon the screen, and there is constant rising and sitting on the camp chairs; besides which, the halls are difficult to heat and ventilate in winter, and altogether are exceedingly unsightly. They are not proper places for the meeting of citizens who come to learn.

In addition to the 118 public-school buildings that are in use, there are 46 halls, other than public-school buildings, and these halls are engaged because in the locality in which they are situated they afford better facilities than those offered by the school buildings of the vicinity. Some of these are church halls. (Rental is paid for seventeen of these halls, while twenty-nine are given rent free.¹)

CLASSIFICATION OF LECTURES

Lectures have been arranged in groups according to subjects, each group subdivided into smaller groups. In arranging the various programs, closely allied subjects from the several groups are selected in rotation, thus providing in each center a curriculum of lecture studies. In selecting subjects for the lectures, the expressed desire of the people, the known characteristics of the neighborhood, and the previously arranged programs are considered. The groups are:

First Group

LITERATURE, HISTORY, SOCIOLOGY, ART

I—Literature. II—History. III—Social Subjects. IV—Fine Arts.

Second Group

GENERAL AND APPLIED SCIENCE

I—Astronomy. II—Physics. III—Chemistry. IV—Geology. V—Biology. VI—Physiology and Hygiene. VII—Industries.

¹Leipziger, *Annual Report of the Supervisor of Lectures*, 1909-10 (New York).

Third Group

DESCRIPTIVE GEOGRAPHY

I—North America. II—United States. III—British North America. IV—Central America and the West Indies. V—South America. VI—Europe. VII—Asia. VIII—Africa. IX—Hawaii, the Philippines, Australasia.

Special Group

LECTURES IN FOREIGN LANGUAGES

I—Lectures in Italian. II—Lectures in Yiddish. III—Lectures in German.

It has been possible to adapt the first and second groups to the special purpose of encouraging definite study along special lines in co-operation with college or university, and this method is being extended to all of the groups. Lectures in all subjects have been planned for the broad purpose of popularizing general knowledge. In the science group many lectures of a practical nature have been introduced, bearing on domestic science and industry. Lectures on physiology, anatomy, and hygiene have been arranged with the end in view of furthering in every manner possible the work of the Department of Health.¹

COURSES OF LECTURE-STUDIES WITH EXAMINATIONS

To encourage earnest study along definite lines the following courses of lectures by well-known educators were held and many persons have regularly attended these courses and have taken the examinations.

The development of fiction.—A course of twenty-eight lectures was given by Dr. Charles F. Horne, of the College of the City of New York, during the past season and examinations were given to a large number, many of whom passed creditably.

American history.—A course of twenty-eight lectures was given by Dr. William B. Guthrie, of the College of the City of New York, and examinations were held.

Economics.—A course of twenty-eight lectures was given by Professor Walter E. Clark, of the College of the City of New York, and for attendance and proficiency in examination at this course certificates were awarded.

Electricity and magnetism.—A course of twenty-eight lectures was given by Mr. W. Wallace Ker, of the Hebrew Technical Institute.

First aid to the injured.—Many courses having a direct practical

¹Leipziger, *op. cit.*

bearing on human life have been given, chief of which are the courses of five lectures on "First Aid to the Injured" offered with the co-operation of the Society for First Aid to the Injured. This year the course was repeated in 26 centers by 12 physician-lecturers to audiences aggregating 17,616 persons and averaging 135. For attendance and proficiency in examination at these courses 780 certificates were awarded.

Examination questions used in connection with the courses in literature, history, economics, and first aid to the injured may be found in another part of this report.

Besides the courses followed by examinations, there were offered in 1909-10 one hundred courses of lectures covering a wide range of subjects, in many of which printed syllabi were prepared and distributed to the audience. It was the invariable practice of the lecturers after each lecture to hold a conference with the audience, at which questions were asked and answered, and helpful suggestions were given for reading and special study.¹

MISCELLANEOUS LECTURE TOPICS

Here is a list of titles chosen from the program of 1908-9: "Municipal Cleaning and Its Relation to Public Health"; "Housing in Europe"; "Goethe: Man the Mirror of the World"; "Walt Whitman and the Hope of Democracy"; "Mohammedanism and the Crusades"; "Uncle Sam's Own Story of the Declaration of Independence"; "The City Beautiful, or the Planning and Embellishment of Cities"; "How shall a Girl Earn a Living?"; "The Man That is Down and Out"; "The Songs and Basketry of the North American Indians"; "Applications of Electric Signals"; "The Life Story of the Honey Bee"; "The Treatment of Shock, Bleeding, Burns, Exposure to Cold and Frostbite"; "Life in a Coal Breaker"; "Real Cowboy Life in the Far West"; "Street Life in Paris"; and "A Trip to Central Africa." Altogether there were 1,575 different topics, covering the whole field of human interests, upon which the audiences were instructed and entertained.²

STATISTICS FOR THE SEASON 1909-10

During this period lectures were delivered in 166 lecture centers, distributed over all the boroughs of the city of New York. A staff of

¹ Leipziger, *op. cit.*

² Perry, *Wider Use of the School Plant*, 201-2.

708 lecturers spoke on 1,654 different topics before 5,196 audiences. The total attendance was 959,982, an average of 185 per lecture.

The increase in the number of courses of lectures during the past year was marked, and the interest of the auditors who attended courses of lectures proved that the desire for instruction on the part of a large number of the attendants is greater than the desire for entertainment. Several of these courses consisted of 28 lectures and were accompanied by quizzes, collateral reading, and examinations.

Some of the centers have become identified with definite types of lectures. For the last seven years lectures on science have been given each Saturday night at St. Bartholomew's. In other centers systematic courses in literature or history are given, extending over a period of years, so that those who attend regularly—as many do—receive the benefit of what may be considered a complete course of instruction in some one subject.

In centers where lectures are held twice weekly, the lectures on one night are of a more serious nature and on the other evening of a more popular character, so that all the intellectual desires of the neighborhood are appealed to; one purpose of the opening of the lecture course is to make the schoolhouse not only a place of instruction, but a place of recreation as well, and a community house in the largest sense.

Lectures in the Italian, Yiddish, and German languages, having for their purpose the preparation of immigrants for citizenship, have been successfully continued, and lectures on "First Aid to the Injured" and "The Prevention of Tuberculosis" have been made special features.¹

THE SPEAKERS

Lecturers from every walk in life are employed in this work. Besides a large company of professors and instructors representing fourteen colleges and universities, there are experts in city-planning, housing, and playgrounds, authorities on explosives, street-cleaning, and municipal water-supply, art students who have traveled in Italy and Greece, educators loaded with fresh spoils from the British Museum, distinguished scientists, eminent jurists, influential politicians, public-spirited physicians, and prominent citizens of all classes.²

¹ Leipziger, *op. cit.*

² Perry, *op. cit.* 201.

LOCAL SUPERINTENDENTS AND OPERATORS

During 1909-10, 134 local superintendents and 56 stereopticon operators have had charge of the work in the various lecture centers. In selecting the local superintendents, care has been taken to find men who understand the spirit of the lectures, and who are fitted by experience and personality to study the intellectual and social conditions of the community, and to shape their work accordingly. Teachers in the public schools have been found especially well fitted for the duties of local superintendents. The stereopticon operators, men of long experience, have done efficient service at the lectures and have taken good care of the delicate apparatus intrusted to their charge.

LOCAL COMMITTEES

In many lecture centers a local committee co-operates with the local superintendent and the office in calling the attention of the neighborhood to the lectures and in making suggestions that will supply the neighborhood need; this committee stands ready at any time to be called upon to work in connection with this department.

THE LECTURES AND THE LIBRARIES

There has always been a close relation between the public lectures and the various branches of the public libraries. With the completion of many new library buildings it has become possible to establish new lecture centers in the libraries and to transfer old centers to these buildings. On the evenings of the lectures the libraries have been kept open for one-half hour after the conclusion of the lectures, during which time the patrons have been permitted to withdraw books for supplementary reading. In some instances exhibits, illustrating the lectures, have been prepared and placed on view in library reading-rooms.

It has been customary to print on the various bulletins announcing the lectures the location of the most convenient branch of the public library, where books on the subjects of the lectures are especially set apart for supplementary reading. This has resulted in a very large increase in the circulation of the books on the subjects of the lectures. During 1909-10, 86 libraries co-operated in this manner with the public lectures.

The following are a few excerpts from the many suggestive reports

received from the librarians regarding the success of the public lectures during the year just concluded:

"My observation of the influence of the lectures upon reading is that 'the books brought before the public circulate much more frequently.'"

"There was a noticeable increase in the demand for books on music while the lectures on that subject were being given. There is also an increased demand for books on the French Revolution, lectures on which are now being given."

"The circulation of books on music and travel has increased considerably. A number of such books which have never circulated before have gone out several times since they have been placed on separate shelves."

"The lectures on history stimulated the circulation of books on that subject."

"My observation of the influence of the lecture upon the reading of the library is 'A demand for non-fiction books of all classes during courses of lectures.'"

"There has been an increased demand for books on 'First Aid to the Injured,' physiology, hygiene, etc., and also on the books to be read in connection with the literature courses."

"There has been a lively demand this season for books on Economics as a direct result of the lectures given at the Wadleigh High School. We have been very much helped this year through the good book lists which were suggested in the syllabus."

"The class books recommended on the printed circular by the Board of Education were in constant demand and many books of travel circulated in connection with the lectures."¹

LETTERS FROM THE PEOPLE

Many hundreds of letters of appreciation have been received from all classes of people.

The following extracts are quoted from letters by those people who have attended:

"We live two miles from the place of lecture and only the severest storm keeps us away, and it would be impossible to say which we like best."

"I am the wife of a minister; both my husband and myself observe with much pleasure the ever-increasing interest taken in the weekly lectures. In a place like this, remote from places of amusement, the lectures are a great boon."

¹ Leipziger, *op. cit.*

"I wish to state that First Aid lectures are very good and helpful, as my work lays around ship-yards and docks, where men are injured every day, and a little knowledge of First Aid often saves a man's life."

A woman seventy years of age writes:

"I have attended two lectures a week for the last nine years."

"It [Course on "Economics"] has given me the knowledge necessary to read the daily papers understandingly. I like the thirty-hour courses because I am working for a degree and can count the credits thus received."

"These lectures have kept me off the streets at nights, and have taught me something which would cost me a lot of money if I had to pay for them."¹

COST OF LECTURES

At the present time the average cost of each of the Board of Education lectures to the New York taxpayers is only \$26.05. This amount includes not only the lecturer's fee but the expense connected with the use of stereopticons, the scientific material used, printing, and administration. When the cost is computed on the basis of attendance, it amounts to only twelve cents per lecture for each person. A uniform fee of ten dollars is paid for each lecture, and, in spite of the nominal character of this fee, some of the most distinguished speakers in the country have appeared upon its platform.²

¹Leipziger, *op. cit.*

²Perry, *op. cit.*, 207.

II. PUBLIC LECTURES, THE CLEVELAND PLAN

SARAH E. HYRE

Board of Education, Cleveland, Ohio

The Cleveland Board of Education, in making "Free Lectures and Entertainments" in school buildings a regular part of the work, had two objects in view: First, to utilize a large and well-equipped plant (invoiced at twelve million dollars) a greater number of hours than those required for the routine work of the schools, and to give thereby educational advantages to the patrons of the district, as well as to the adult boys and girls who had long since quit the schoolroom; second, to bring about a clearer understanding and greater co-operation between the teacher and parent as to the work and development of the child in the schoolroom.

The greatest difficulty that school officials have in carrying out their plan of work in the interest of the child is lack of understanding of school problems upon the part of parents and taxpayers. Free lectures upon practical topics relating to the home and school, entertainments which bring the parents and patrons in large numbers into the school buildings are designed to give to the parent and citizen in general, a larger vision of the work of the public schools.

Parent and teacher are engaged in one work with a common purpose. They are striving to make of each child a good citizen. This means that every boy and girl through the agencies of the home and school must be developed physically, morally, mentally, and socially, in order that they may hold their place with others in the world. This work requires a close co-operation between the home and school, the parent and teacher. It involves also in many cases the education of the rank and file of the community up to present-day methods.

There has been much confusion in the minds of educators and parents as to where the responsibility rests for the development of these different natures in a child, but bridging over a long period of years when the school was held to account only for intellectual development, we come to that new era in education which requires that the public schools shall prepare a child to express himself in all his relations to life.

It was with the purpose of bringing the parents and patrons into

fuller sympathy with the teacher and the great work of the public school as an institution that led the Cleveland Board of Education to create this department of work, to be carried out under the direction of a regular committee of the board known as the "Free Lecture and Social Center Committee."

The committee, which was named January 1, 1907, to undertake the work, desired to construct some plan which would be permanent and which would be so helpful and popular that the people would demand its continuance.

The next point considered by the committee was economy.

Every school system has so many needs and wants that discrimination must always be made in favor of essentials. Salaries are low, buildings are insufficient, so that any drain upon funds for extension work is looked upon as an unwarranted expenditure and draws the criticism of the taxpayer which, if persisted in, will kill any plan of work however valuable.

The third purpose was to create a popular demand for the use of school buildings and to stimulate an interest among organizations to assume the responsibility for the presentation of their work in the various districts. Cleveland has one hundred and seven school centers, forty-five auditoriums, and twenty-two large lower halls, which are attractive and equipped with electric lights, folding chairs, and plugs for lantern attachments. Parents and patrons of each district manifest much interest and preference for "their own school," and it is difficult to get them to go to an adjoining school building for any kind of a gathering unless it is held in "their own high school," and so it became the work of the committee to furnish a program for each building having either an auditorium or hall large enough to seat an audience. The committee proceeded at once to test out the educational as well as the drawing qualities of various programs. The people had to be attracted to the buildings in order to find out that it was not only pleasant but profitable to assemble there.

In the spring as soon as the programs for the year are ended, the committee begins to plan for the next year. Letters are sent out to principals of schools asking what *had been* most helpful and what *would be* desirable for the coming year. Music and illustrated talks and lectures draw the largest audiences.

The next work of the committee is to send out letters to organizations which are active along patriotic, civic, philanthropic, and hygienic lines, asking them to co-operate with the Board of Education and to

contribute a number of illustrated lectures upon the subject in which they are interested for the enlightenment of the general public, and to name a chairman among their number to supervise the details of their own program. The committee invites concert companies, musical organizations, glee clubs, quartettes, readers, lecturers upon art, etc., to contribute to the work as a means of elevating the standard of music and art in the community. Men and women of prominence and ability in the professional and civic life of Cleveland are invited to speak upon subjects related to the education and development of the child, as well as the responsibility of the home.

About five days before the lecture or concert, a card of invitation "To Parents" is sent out by the principal of the school in which the affair is to occur. The children delight in carrying it home, and often it is necessary for them to translate it into the foreign language of the parent. Adults and pupils of the seventh and eighth grades are admitted to the buildings upon these occasions, which this year (1910-11) number nearly two hundred. In order to give the evening a local touch, a patron of the district acts as chairman of the meeting and is invited to do so by the principal. For patriotic lectures, especially, the seventh and eighth grade classes sing patriotic songs, and very often they contribute to other programs. These pupils will soon be patrons of the school and the work will then devolve upon them of seeing that the school buildings are at the service of the people. They are bound to be a great aid in the future social service of the city of Cleveland.

So great is the demand for musical programs in the various districts that the board has purchased a Victrola which is used in building up a variety of programs in connection with recitations, drills, etc., by the pupils.

The principal and teachers of the building are present to greet the parents, and often the mothers' club, in connection with the school, assists the teachers in meeting the parents in a social way. In carrying on this work the Board of Education assumes the expense for printing a yearbook, and invitations "To Parents," also for heating and lighting of buildings and janitor service. The board is further responsible for the proper condition of the piano and occasional lantern service. In most cases, however, each organization furnishes the speaker, lantern, and operator. Those giving musical programs have their own chairman and assume responsibility for the entire evening's program.

The result of these efforts has been most gratifying to the Board of Education. There has come to the work the complete co-operation of the community. Organizations and groups of people are requesting the use of the school buildings, as a means of placing before large numbers of people important information and facts which they are promulgating. The patrons have come to understand that the school buildings belong to them, and that it is a profitable, as well as pleasurable place to go. Parents and teachers have become better acquainted and consequently understand each other better.

The plan as it has been worked out in Cleveland has had practically no difficulties. The teachers have been most hearty in their support. The Social Center Committee has been most careful not to put upon their shoulders the responsibility for the success, either of the program or attendance. However, the enthusiasm of the teachers in the building has much to do with the spirit of the occasion.

The adaptability of the Cleveland plan of lectures to any school system, great or small, seems to be its especial feature.

Every community has school buildings. It also has men and women of education and ability who are well prepared to speak upon the subjects of everyday life, who would be willing to contribute their time and effort in giving larger publicity to their experience and deductions.

In school districts where the Board of Education is so constituted as not to be able to supervise the work, it is possible for a citizens' committee, mothers' clubs, boards of trade, or any other organization to inaugurate and conduct "free lectures," securing from the Board of Education permission to use the school buildings. One thing is sure, that the success or failure of the "free lectures," with all they imply, is due largely to the personal supervision of the detail of the work. In the Cleveland plan of "free lectures" a secretary of the business department of the board looks after the practical arrangements, while the chairman of the committee keeps in touch with the principal of the school and the needs of the community.

It is impossible to compare the plan of one city with that of another, for each one has its definite object, and I know of no other city than that of Cleveland which has as its main purpose the "co-operation of the home and school." Personally I believe that the time is near at hand when every school district will plan to use the school building for all kinds of activities; when school buildings will be a common center for the consideration of all educational, social, and civic matters, and when the

responsibility for these activities will rest with the community and not with the Board of Education.

Perhaps there is no better way of giving in a concrete way the viewpoint of the Cleveland Board of Education and the attitude of the community toward the work, than by printing the "Foreword" from the "Annual Announcement."

"The Committee on Lectures and Social Center Development of the Board of Education begs to announce its program for the season 1910-11.

"In presenting this program the Committee is pleased to announce that the Board will be assisted in this department of the work by the following organizations and individuals: The Daughters of the American Revolution, the School of Art, Fortnightly Musical Club, Rubenstein Club, Normal School Glee Club, Young Ladies' Glee Club of Central High School, Glenville High School Orchestra, The Co-operative Employment Bureau, the Anti-Tuberculosis League, Consumers' League, Academy of Medicine, Cleveland Dental Society, Miss Gertrude Goss, Miss Grace Makepeace, Mr. W. J. Davis, Mr. W. R. Warner, Rev. Dan F. Bradley, Rev. Dr. F. T. Moran, Rev. Dr. Wm. W. Bustard, Rabbi Louis Wolsey, Miss Fannie C. Foote, and Judge Manuel Levine.

"Clubs and individuals are giving their support and time to this work, and organizations interested in various problems are anxious to use the school buildings under the direction of the Committee of the Board.

"The program has this year, as in the past, the elements of recreation and entertainment. Every lecture is supplemented by music and fine pictures, while every concert is designed to delight the popular audience.

"The programs as presented in former years and, in general, the methods of carrying them out have proven satisfactory and according to a unanimous verdict of the principals of buildings, 'the programs do not put a burden upon the teachers.'

"The topics which are to be presented during the winter are those designed to benefit the child and the community, and to give to the parent a larger vision of his own relationship to the work of the public schools.

"The Committee feels that it is fortunate in being able to announce the following program.

"The Board of Education in carrying on this work through its committee desires to arouse the interest and secure the co-operation of the community in it, so that the school buildings of Cleveland will always be centers where matters of general uplift and common good may be presented.

"THE COMMITTEE ON LECTURES AND SOCIAL CENTER DEVELOPMENT
"SARAH E. HYRE, *Chairman*"

III. VACATION PLAYGROUNDS

RANDALL D. WARDEN

Director of Physical Training and Playgrounds of the Public Schools of Newark, N.J.

This paper contains a statement of the facts pertaining to the development and growth of the vacation playgrounds in the city of Newark, N.J., a city of 347,000 inhabitants, separated from the great metropolis of New York by the Hudson River and about nine miles of marshy meadow land.

EARLY DEVELOPMENT

The first vacation or summer schools in the United States were opened in Newark in 1885 and in the city of Providence about the same time, but the vacation or summer playgrounds were not begun in Newark until 1899, when the Newark Educational Association, a women's society, obtained permission from the Board of Education to open six playgrounds in school yards. They employed twelve teachers, and operated the playgrounds at the expense of the association for six weeks during July and August. In the beginning these ladies obtained donations of toys and books from several of the large department stores; the Pennsylvania Railroad gave them a carload of beach sand, several of the supervisors connected with the public schools volunteered their services, and some sewing and manual training were attempted. The greatest attraction at this time was the free trolley ride given to the children of each playground by the Association.

The Educational Association continued to operate the playgrounds with the assistance of a small appropriation from the Common Council until 1902, when it prevailed upon the Board of Education to take over the management and financial support of them. The equipment consisted of: one wooden swing frame, holding three swings; three wooden saw-horses with planks for see-saws; one wooden sand box, 16 feet square, with an awning over it; two movable wooden basket-ball goals; one basket-ball; a few rubber balls and jumping-ropes; a miscellaneous collection of books, blocks, and dolls.

Each yard had been in charge of two women instructors with little training or experience in playground work. Upon assuming control of the playgrounds, the Board of Education appointed a supervisor to assume the management of the work, and opened ten school yards and three park playgrounds. The supervisor found that as the playgrounds had been carried on there was little organization, no general plan of work, no definite aim, no intelligent knowledge of the methods of teaching playground games, and lack of attention to duty. The activity consisted mainly of aimless running about, so-called free play, except as a few monopolized the apparatus. The neighborhood children attended very indifferently after the first week of curiosity, and toward the end of the term the attendance dropped off perceptibly until it was a question whether the interest taken by the children in the playgrounds was sufficient to pay for the cost of maintaining them.

In 1905 the writer was appointed director of playgrounds, and with the idea that some improvement might be made if experienced teachers were put in charge to organize and work up a regular attendance, he urged the Superintendent of Schools to appoint a few chosen teachers, the very best of the regular school system, to take charge of the various playgrounds. He urged also the appointment of young men to instruct the boys in basket-ball, baseball, and athletics—hitherto a neglected feature with a teaching force consisting solely of young women.

The first year that the writer was supervisor there were twelve playgrounds with thirty-one teachers, and the total average daily attendance was 3,301, or an average of 275 for each yard. The next year saw the introduction of the new plan of appointing teachers of known organizing ability to run the playgrounds, and the addition of young men instructors to attract the older boys for team games and apparatus work. Fourteen playgrounds were put in operation with a force of fifty-eight teachers. The total average attendance was 7,101, or an increase over the year previous of more than 100 per cent, giving each playground an average daily attendance of 507. It has been the supervisor's experience that few physical-training teachers can equal the organizing ability of the classroom teacher who has had regular school experience.

Another radical improvement adopted was in the method of providing apparatus. It had been the custom to let a contract to some local carpenter, who made and erected the swings and see-saws, etc. After some unsatisfactory experiences with contract work, the Board of

Education ordered their own repair department to make the apparatus as specified by the supervisor and passed upon by themselves. This centralized the responsibility, and the board received better apparatus with less delay, and then had it taken care of after the season closed by the same department which was, of course, interested in its preservation.

After having effected the appointment of better teachers, and prepared for better and more extensive apparatus, the next step was to outline a plan by which the school yard and building should serve as a neighborhood playground and fulfil all the recreational needs of the boys and girls out of school for their summer vacation. The following plan was carried out step by step, not put into practice all at once, but gradually growing and expanding, each year seeing more features of the scheme put into effect. The teachers had to be trained; the Board of Education proceeded but slowly with appropriations to complete so extensive an outline; the public had to be made to appreciate and intelligently understand what was being done by actual demonstration of results.

SUGGESTIVE OUTLINE

The features of the plan which have been accomplished and those which are being worked out are as follows:

I. *Yard and School Equipment.*

- More shade.
- Better surfacing of yards.
- Elimination of dust by sprinkling.
- Separation of boys' and girls' yards.
- Better play equipment.
- More athletic equipment (track, jumping pit, hurdles).
- More gymnastic equipment.

II. *Use of School Building.*

- For classroom instruction in sewing, kitchen gardening, kindergarten work, raffia weaving, folk-dances.
- Library.
- Quiet game room.
- Song recitals.
- Theatricals.
- Manual training.
- Cooking.
- Clubs.

III. *For Better Instruction.*

More playgrounds.

A longer season than seven weeks.

One teacher for every subject taught in the playgrounds.

A Normal playground course for teachers.

a) Better-trained men teachers.

b) Better-trained women teachers.

A syllabus, or course of study.

Higher salaries for teachers.

Medical inspection.

Visiting nurses.

Attendance officers.

Teachers' daily plan book submitted to supervisor.

Daily schedule of work posted conspicuously in each playground.

Special supervisors to be in charge of dancing, gymnastics, athletics, industrial training, kitchen gardening, kindergartens, clubs.

IV. *For Better Apparatus.*

Samples to be submitted of all apparatus and materials before purchasing.

Advertising for bids on apparatus by Board of Education.

Specifications by the supervisor of requirements for apparatus.

The employment of a mechanic to take care of erection and repairs.

More permanent yard apparatus (galvanized pipe instead of wood).

V. *For Saving Expense in Maintenance.*

Special storerooms and closets at each school.

Inventories of supplies.

Special equipment to be made in manual-training shops.

Special equipment to be made in the playgrounds.

Development of the Playground City idea and the training of pupil assistants.

VI. *For Developing Interest.*

An annual exhibition at the park.

An annual athletic meet at the athletic field.

Soccer, baseball, and basket-ball leagues.

Public song festivals.

Public theatricals.

Local playground entertainments.

Annual industrial exhibition of articles made in the playgrounds.

INSTRUCTION

With this outline as a guide, the progress of the school playgrounds has been steady. Soon after the change in the appointment of teachers, the supervisor began his normal course for the instruction of playground workers. Most of the young women appointed as assistants are from the Newark Normal School. These girls are taught games, folk-dancing, and physical-training exercises two hours a week during their regular term work by the supervisor. In their normal-school course they are also instructed in raffia work, paper folding, cardboard sewing, and all the regular public-school occupational work. This is now augmented by a special course of playground work after school during the months of April and May when all applicants are brought together in one of the school gymnasiums and given concrete instruction in the particular games, exercises, and dances which are to be used for the coming playground season. The director of manual training also gives a series of special lessons for summer-school and playground workers. The great drawback, so far, is the impossibility of instructing the men teachers in the same way. College men, for the most part, are not properly trained, and as yet we have not had efficient service from the men workers. College physical training departments are not so organized as to turn out young men who have at their command a repertoire of group games, physical-training exercises, and marching tactics. A pertinent question would seem to be, "Why do not the physical directors in colleges formulate a definite textbook of physical training, similar to the infantry drill regulations of the army, and see that their pupils absorb and learn to impart some part of what has been taught them?" Such training, if it embodied some such working plan as the squad, platoon, or company, would at least give young men an idea of group organization, something which they seem utterly unable to develop in the playground.

USE OF SCHOOL BUILDINGS

One of the greatest innovations in Newark has been the opening of the school buildings for purposes of playground instruction. Hitherto it had been the custom to have all the activities of the playground conducted in the open school yards. In the hottest part of the day the heat and glare of the sun drove the little children to the shelter of their homes. Meanwhile the school buildings, with their cool rooms and all the attractions of the kindergarten for the enjoyment of the little ones, remained

securely and officially locked. Indeed, the building was open during the morning, for from 8:30 until 11:30 A.M. the summer schools held session; but, after that hour, the summer-school teachers locked their desks and closets, and the janitor turned the key and locked up for the rest of the day. The supervisor took to the city superintendent the proposition to open certain of the kindergartens for the playgrounds, and permission was granted. Under competent kindergarten teachers this has now become a regular feature of the playgrounds.

Another subject which interested the writer was kitchen gardening. It had been attempted by the Educational Association, but very little could be accomplished under the disadvantages of a playground exposed to every breeze, with perhaps a basket-ball game going on in the immediate vicinity to the imminent danger of the dishes on the table, or upsetting the dignity of a particularly formal invitation to be seated for tea. Here again the need for the use of the school building was apparent, and use of the building was granted.

The introduction of folk-dancing for boys and girls was another powerful factor in increasing and keeping up the attendance, and to facilitate instruction the auditoriums or gymnasiums of the school buildings were thrown open, or if there were neither gymnasium nor auditorium, the desks were removed from a large classroom and a piano moved in.

Then followed the need for rooms for industrial training: chair caning; weaving; sewing; kite making; rope splicing; fancy work; whittling; bent iron work; dyeing; basketry; rug making; block printing; hat weaving, or crocheting. Later came the library room with boxes of books lent by the Free Public Library, collected and changed every week.

The quiet game room is at present in process of evolution. We have the quiet games, such as dominoes, checkers, crokinole, authors, States, Capitals, etc., and it is the intention to run this quiet game room on the club plan, allowing the use of it to each club a certain part of the day and making the club officers responsible for the maintaining of order and the care of the game materials.

During the playground season we have used the school buildings for song recitals or festivals, for theatricals, and for local entertainments and exhibitions. Up to the present time the Board of Education has not granted the use of the manual-training shops or the kitchens, but it

must be understood that these are opened for the summer schools which hold their sessions in the morning.

ORGANIZATION

Every year some progress in improving instruction and organization has been made. We now give a normal course in playground work as described previously. There is a specific syllabus of instruction and play.

For two years teachers have been required to keep daily plan books which are submitted to the supervisor. Teachers' individual schedules of hourly work or periods are posted conspicuously, so that the supervisor or the playground director can see at a glance the work for any given period. Nurses visit the playgrounds, the children are marched before them, and any child requiring exclusion or medical attention is looked to. Attendance officers make daily visits, and while attendance is not compulsory, yet these officers lend great assistance in special cases of discipline and in preventing loitering and mischief in crowded thoroughfares.

Our playgrounds now have an assistant supervisor who takes special charge of the physical training, games, and athletics, and a special teacher of folk-dancing whose entire time is spent in teaching and supervising this most interesting and popular part of the playground activity.

One of the great needs now is a club worker, and a skilled teacher to supervise and develop the industrial branches.

APPARATUS

The improvement of apparatus during the last five years has gone steadily forward. From the first meager equipment the list has grown until now it makes a lengthy inventory. Some of the special items which we consider of the most importance are:

Heavy apparatus:

- Ball-bearing swings, on galvanized pipe frames
- Set basket-ball goals
- Bucks (canvas covered; galvanized legs)
- Giant strides (rope handles)
- Stationary galvanized pipe gymnasium frames (to which are attached climbing ropes and poles, flying rings, horizontal bars, inclined and horizontal ladders, and sliding poles)
- Baby swings
- Stationary galvanized pipe see-saw frames

Parallel bars (movable)
 Rocker boats
 Shoot-the-chutes
 Sand boxes (small and large)
 Benches

Athletic apparatus:

Jumping pits
 Jumping standards
 Hurdles
 Cinder tracks

Light apparatus:

Flags
 Indian clubs
 Long wands
 Short wands
 May-poles

Games:

Snare drums	Oat bags
Base drums	Bocci balls
Basket balls	Short jump-ropes
Indoor baseballs	Rubber balls
Footballs	Rope quoit sets
Volley-balls	Pails and shovels
Bean bags	Ten-pins

Quiet games:

Authors	Dominoes
Battles	Lotto
Checkers	Nations
Crokinole boards	States
Picture puzzles	

Kindergarten:

Blocks	Gift rings	Paper strips
Colored crayons	Worsted	Peg boards
Paper	Paste	Perforated sewing cards
Colored sticks	Colored mats	Lentils

Kitchen gardening:

Clothes baskets	Toy irons
Clothes pins	Folding clothes boards
Covered vegetable dishes	Tables

Dishes	Knives, forks, and spoons
Dessert spoons	Tubs
Dish cloths	Handkerchief wash boards
Table cloths	Dish pans
Napkins	Meat platters
Dust cloths	Tea sets
Dust pans	Towels
Mop cloths	Trays
Scrubbing brushes	Brooms

Manual training:

Awls	Needles
Cane	Pliers
Coils of Venetian iron	Raffia
Hemp twine	Reed
Kite sticks	Snips
Knitting spools	Tissue paper (for kites)
Knives for whittling	Weaving needles

Sewing:

Blue denim	Scissors
Cheese cloth	Ticking
Colored print cloth	Thimbles
Drill (brown)	Thread
Indianhead muslin	White lawn
Macrame cord	Wool
Needles	Outing flannel
Pins	

Samples are now submitted of all materials. Specifications are drawn up and bids advertised for on all supplies for the playgrounds.

ECONOMY

A man is regularly employed by the Board of Education to erect apparatus, attend to repairs, and put everything in order for the next season's work. In this way the board has been saved a great deal in the way of expense. The saving of money in the cost and maintenance of playgrounds is a thing not to be lightly considered. Money can be absolutely thrown away in the purchase of cheap articles, constructed with no consideration of durability, a feature which must be considered where thousands of children are to use and handle things every day. Again, a great deal can be wasted by careless storing of supplies after the

season has ended, and in not having all damaged supplies repaired before the opening of the next season. It is poor management to nail up supplies in packing cases, to be left in the care of the janitor until the next season. There should be store-rooms and closets provided, where the supplies can be inspected, where they are easy of access, and can be kept in orderly arrangement. School architects should look out for the construction of these needed accommodations.

Some equipment has already been made for the playgrounds in the manual-training shops of the regular schools, especially at the Warren Street Industrial Grammar School. The pupils have made wands, peg boards, rope quoit sets, bean-bag boards, hurdles, and checker boards.

The playground children make their own bean bags, oat bags, dolls, kites, baseball bases, curtains for curtain-ball, folk-dancing costumes, etc.

In order to lessen the expense of teacher's salaries as well as to develop self-government, the playgrounds have been encouraged to organize city governments, and some have done so, electing a mayor, board of aldermen, police department, fire department, street-cleaning department, etc., and these departments under the direction of their executives aid in the manifold duties of playground life.

POPULARITY

That the interest of both children and parents has increased each year is shown by the fact that more and more school yards have been opened for playground purposes, and the Board of Education has annually increased the appropriation of funds. About \$18,000 was spent last year.

While the board has not as yet kept the vacation playgrounds open for a longer season than seven weeks, still it is worth mentioning that from November to April they maintain after-school recreation centers for girls. At these centers the girls of the sixth, seventh, and eighth grades, who have the permission of their parents and principal, gather for fun and instruction in folk-dancing, physical exercises, and games under teachers appointed by the board. There is a pianist to play for the dancing, and the spirit, exuberance, and delight of the girls is wonderful to see, a revelation to the mothers in whose school days such exercise for girls was unheard of.

The boys have their gymnasiums, their teams for soccer, basketball, indoor and outdoor baseball, all under the direction and management of a Public School Athletic Association.

In connection with the evening schools, gymnasium classes are conducted by regular gymnasium instructors. These are not recreation centers in the sense that the boys and girls of the neighborhood can go in and out at will. Instead, they must register with the principal of the school and go into the gymnasium to participate in regular organized classes, conducted after the best models of gymnasium practice.

There is no longer any question as to whether the interest taken by the children justifies the playgrounds. The attendance last season was eight times greater than in 1905, a remarkable rate of increase. Many parents visit the playgrounds with their little ones to look on or to help swing the babies. This is encouraged, and every week special entertainments or exhibitions are given by the children for the purpose of bringing out the parents.

At the close of each season there is held an annual field day when all the children of the twenty playgrounds gather at Branch Brook Park to participate in huge mass drills, folk-dances, and gymnastic exercises. In 1909 the American Biograph Company took pictures of the entire exhibition and displayed them in motion-picture views through all parts of the country to the great interest of their patrons. Then, too, there is great rivalry between the playgrounds at their annual athletic meet at Weidenmayer's Park, when prizes are offered for the winners of the various events for boys and girls.

Last year an exhibition of the industrial work accomplished in the playgrounds was exhibited at the Public Library, and an astonishing variety of articles was displayed. This exhibition created great interest, and hundreds of people visited it daily. Many of the articles made are given to the day nurseries and are of service to the little ones.

It is with considerable civic pride that I am enabled to state before closing that the school playgrounds are only part of the extensive recreational work done by the city of Newark. The Essex County Park Commission maintains most excellent playgrounds and playfields, and the Municipal Playground Commission has within the last three years undertaken a unique development of the community settlement playground.

IV. ORGANIZED ATHLETICS

C. WARD CRAMPTON

Director of Physical Training in the Public Schools, New York City

I

In the good old days when you and I went to school, three o'clock was the hour of happy release. We went out-of-doors to play, leaving the school, a place of punishment. Today, both the school and "out-of-doors" have changed. On the whole, the streets are still, from the child viewpoint, interesting and lively places to play, but they do not stimulate play as they used to. Child instincts are more related to "stock and stone" than to asphalt and iron. This, with many other things, has made much of our out-of-doors "no good" for play.

Just when and where this change is most evident and its bad results obtain, just then and there is the school building made over into an "out-of-door." It is our adjustment, often the best we can make, to keep play from dying.

II

Athletics are forms of competitive play. As such, they present certain aspects for our brief consideration.

They are a biological advantage: Physical activity in the child is necessary for body health and orderly physical development, and the main instinct which drives children to muscular work is the play instinct. If this is weakened by innate physical depravity, or stifled by the conditions of civilized life, a flaccid physique and a distorted development result. The individual suffers and the race declines.

Play is educational: It is essential in learning to live. The affairs of the adult world are all practiced in mimic fashion in childhood and prepare for living. This is vital; learning by doing and nature's course of study in play cannot be replaced by books. Modern organized athletics are the highest development of play and the practice which they afford prepares directly for the proper discharge of duties in the civic, social, and business world which are rapidly becoming more complex.

Play is a school affair: For the school must prepare for all of life. Moreover, it is usually the one bond that holds the children of a section or a community together. Play will organize itself on the block or street-gang basis and become distorted when it is undirected. The school would fail in its purely educational duty if it neglected to use the educational play series of developmental instincts for its own scholastic ends.

III

There are two forms of athletics, the intensive and the extensive. The first is the popular kind, where a high school of a thousand boys will have a team on which a dozen boys may compete for the school, or where three or four athletes will represent a whole college. It is the natural form of athletics, selecting (in mediaeval fashion) the "champion" of the group to defend its honor. Measured by rigid hygienic standards it is of little use for it merely results in the training of those who are already most physically able, and neglects the ninety and nine who need it most. There are other standards, however, which will appear below.

Extensive athletics are the result of the thesis, "If athletics are good, they are good for all," and is an endeavor to use athletics as one would use any other physical-training procedure, scientifically, in safe dosage, for the good of each and all, in due and proper proportion to need and ability. As students of the situation and administrators of educational affairs, intensive athletics appeal to our hearts, extensive athletics to our heads.

IV

In the fall of 1903 there met in the office of one of the members of the Board of Education of New York City a group of men determined to extend the training of athletics to all the school children of the city. The composition of this group was significant—there were school principals, superintendents, and commissioners, physical-training experts, social workers, and public-spirited men of financial ability and willingness. While its great aim was to extend athletics to all boys, it began with recognized forms of sport which were admittedly for the few best athletes. In the beginning its method was to make athletics popular, then to extend them to all. It held a meet in December, 1903, open to all school boys, and 1,700 were entered. This aroused the enthusiasm it

was planned for, and paved the way for the organization of a series of annual indoor and outdoor athletic meets—baseball and basket-ball championships, etc., to which over one hundred schools now regularly send their teams.

This intensive plan was pushed further by the organization of district leagues, twenty-three in number, and these held their athletic meets with the result that athletics became focused in many widely separated neighborhoods, and multiplied not only in number of competitors, but in their appeal to local community interest. The fixation of the athletic event in the community was regarded a distinct advance and the advantage was pressed: the individual schools were urged to hold their own meets with the result that 150 schools managed their own series of contests in the last school year. This was most satisfactory.

To sum up the results of the intensive form of athletics: We now have about 15 per cent of the grammar-school boys competing for their schools in baseball (indoor and out), soccer football, basket-ball, and athletics, and about 75 per cent competing once or twice a year in the district and school games. The importance of these results is very great. One cannot attend a school meet with its twenty or more events, its thousand competitors and five thousand shouting partisans in the balconies of an armory without being profoundly impressed. It is an exhibition of one of the most fundamental old racial human interests, inseparable from life, yet otherwise unfostered and hidden by the conditions of modern life. It is an instinct vital to the continuance of the race. Its suppression will mean racial depravity and its conservation racial preservation.

Of course, no one believes that the running of a single 50-yard dash does the boy much good or (since he has been examined by a physician) much harm. The good lies in the course of training which he has undergone, not the competition. Yet he would not train if it were not for the competition. Cigarettes, easy and semi-vicious habits, careless eating, and general unhygienic laxity are not to be eliminated from boy life by anything less than a compelling interest. This interest competition supplies.

The competitive impulse is supplemented by the most real sense of duty to the group. The boy strives to be the chosen representative of the school, and to defend its honor with his whole energy and enthusiasm. It is this that trains for patriotism in the *boy world* in a real and

tangible, *intimate* way, and its lessons become much more vitally a part of character than the lessons from the books.

One of the best results of athletics is the effect upon the parents in the gallery. The public school means something more to them than the riddance of an irritating boy-presence in the home, the deprivation of his money-earning ability, or the insurance of the boy's future success in life. It means that their child is entered in the contest of young knight-hood, striving for the laurel to bring home to the family, while the school has become the beneficent state that holds the lists. It takes an occasion like this to strip petty modern husks from King Arthur's children, whom we are, all.

Intensive athletics have their great social and stimulating function, but still they do not satisfy the physical educator whose duty lies with the weak rather than with the strong. To meet this requirement, extensive forms of athletics have been devised. During the fall of each year, most of the school boys of New York City "stay in after school" and in the open-air playground practice the standing broad jump, for before December first their records will be taken and the average of each class will be sent to the Secretary of the Public Schools Athletic League. Perhaps their class will have the highest average in the borough, and the championship trophy of Brooklyn, Manhattan, or the Bronx will be placed in their classroom to tell all who may see that the class to which they belong is the finest of its kind.

As soon as this is settled, "chinning" is started, and later in the spring, running is the competition. By this means, each boy in the class, regardless of his weakness or his strength, is stimulated to train. He trains not only once a year but three times, in not only one event but in three. This is an ideal plan, it reaches all boys, provides continuous training, avoids specialism, and insures all-around development.

Another form of extensive athletics is the "Athletic Badge Test." This requires the boy to make standard performances in three events, running, jumping, and chinning. There are two badges, a junior of bronze for the lower standards, and a senior of bronze and silver for the higher standards, and each bears the figure of the Winged Victory. To win this prize the boy must also qualify in scholarship and have a good straightforward, upright posture. Just 7,000 of these were won last year by 7,000 boys, who wear the badge of the city given to its boy athletes to certify that there is one worthy to bear its mark of distinc-

tion. This badge is worn proudly, and, I am convinced, with honor, for I have never seen a boy on the New York City streets wearing it who did not appear and act as if he had a sense of the distinction conferred upon him.

In reviewing the seven years of public-school athletics, one observes that the intensive form has been successful in making athletics popular and within the common ken and experience. What is more significant is the fact that extensive athletics have become possible and permanently established, and what is still more to the point of the present series of theses is the increasing tendency of the individual school to take up its duty, to run its own athletics for itself and its own community. One hundred and fifty schools in the city of New York have already organized and managed an athletic meet of their own, and this number will steadily increase.

While all this is true, yet a more important result of a similar nature has been obtained. Many principals have realized that athletics are valuable social and hygienic school affairs and return large benefits to the pupil and to the school organization as a whole. While for many this is the result of deliberation in whole or in part, yet it is also largely the result of pressure of a community and pupil interest which cannot be withstood. Schools have organized intra-school athletics, each class having its one or two teams in basket-ball, indoor baseball, and what not. The school becomes a league, an organization in itself of a thousand or more members, with more boys practicing and more teams in the field than there were in the whole of the city of New York ten years ago.

In these schools, which are many, athletics have come to their own and have begun to discharge their full and great duty. May their number increase!

All this training, practicing, and competition require the use of the school building after school is out. Teachers must also remain after school to train and manage the boys, and it is much to expect that when the day's work is done that they will "stay in" and devote their own time, which might be profitably spent in study or recreation, to the benefit of the pupils under their care. Yet the actual number of men teachers doing this work day after day in the public schools of New York City is over 700. This work has received some recognition from the Board of Examiners, who give credit when application is made for a higher license. This is right, for the practice in organizing fundamental boy

interests and the knowledge gained of growing boy nature are important factors of success in responsible educational positions.

It was recognized early in the progress of the Public Schools Athletic League that girls were as important as boys, even though athletics were not their peculiar and paramount interest. For these, folk-dancing and carefully guarded athletic events were introduced by calling together the interested class teachers for instruction once a week. These teachers learned the folk-dances and games, returned to the schools, organized after-school clubs and delivered over to them what they had learned. Over 1,100 teachers registered last year and hundreds of clubs were organized in the schools.

The Athletic League was formed to bring back into the lives of our children their birthright of competitive play, and to weld it into the educational procedure of a great city.

Its labor has been to preserve for its swarming citizenship the things most human and essential to companionship and living; its immediate results give promise of ultimate success, and success in these things is worth the labor.

V. EVENING RECREATION CENTERS

EDWARD W. STITT

District Superintendent of Schools, New York City

There has been a great tendency during the past few years toward the urbanization of our population. Statistics show that while in 1860 only 16 per cent dwelt in cities, in 1900 the number had increased to 33 per cent, and the census estimates of the present year prove that at least 50 per cent of our population dwell in crowded cities. The figures thus far show that some cities have more than doubled their population in the past decade. This tremendous urban development at the expense of village or farm life, has gradually been receiving the attention of educators and sociologists. It is a civic problem of great importance to determine just what recreative advantages should be provided by the cities for those who are forced to live in congested neighborhoods.

Many sermons are preached in the pulpits and long articles are published in the public press about the conservation of our natural resources. The protection of our forests, streams, and mines is important, but not nearly so vitally related to our future progress as the conservation of the young people who are to be the future citizens of this Republic. The younger children are well cared for in our modern schoolhouses, both as regards their moral, mental, and physical welfare. When, however, they leave school to go to work, and in our great cities they do so in large numbers at the very earliest legal age, the problem of their physical well-being becomes especially important. Too often, the owners of factories, in a desire to save all possible expense, crowd the operatives in sweat shops without proper light and ventilation. After long hours at hard toil, the overworked young men and women crave rest and recreation, which their humble homes cannot provide.

Most of the churches have not been alive to their opportunity to furnish proper facilities for caring for the great mass of operatives and factory hands from the close of their daily toil to their hours for sleep. It has remained for settlement houses to furnish some advantages for this class of toilers, and the work of Jane Addams in Chicago and Jacob

Riis in New York will always rank high among the leaders of those who have tried to improve the conditions of the young wage-earners. For years New York neglected its opportunity, but finally in 1901, through the efforts of private citizens who furnished the necessary funds, eight schools were opened to provide recreative activities at night. The average attendance the first winter was 675. In 1902, twelve schools were opened, and the average attendance was 2,657. In 1905, twenty-one centers were in operation, the nightly attendance being 7,266. Last year the work was extended to all the boroughs of our metropolis, and the average nightly attendance was 12,985. During the year, the aggregate number of men and women who enjoyed the privileges afforded by the centers reached the total of 2,165,457.

WHAT OTHER CITIES ARE DOING

Inquiry by correspondence with the superintendents of schools of the leading cities shows that little has been attempted. Boston had recreation or social centers, but abandoned them in 1906, owing to the expense involved. Private individuals are now endeavoring to renew the work. Rochester has had signal success with the social centers, the special object of which has been to organize civic clubs, using the schools as meeting-places. Lectures by prominent speakers upon social, historical, and patriotic subjects have been encouraged. The first attempt to employ moving-pictures in the centers in Rochester resulted in large and enthusiastic audiences. In St. Louis the only work reported is the use of school buildings for associations of parents, whose object is co-operation with the schools. Holyoke, Mass., reports no work of this character under the control of the Board of Education, though last winter one school building was opened as a social center under private supervision.

In Philadelphia social centers are established in about a dozen school buildings, but they are conducted by various civic societies, the Board of Education furnishing only the building and janitor service. In Chicago the last report shows two evening recreation centers, their general spirit and management being similar to those found in New York. Neither of the schools used for the purpose, however, has an assembly-hall or a gymnasium. The centers are conducted by the principals who are in charge of the day schools in the same buildings, and who are therefore especially interested in the social problems of the district

in which they work. The sum of ten thousand dollars has been appropriated by the Chicago Board of Education to extend the work during the present year.

The work of the social centers in Cleveland has secured the continued interest of the community. Lectures upon patriotic topics have been given in twenty schools, and vocal and instrumental concerts in a number of others. In the effort to secure a closer co-operation between the school and the home, a course of "Plain Talks to Parents" by prominent citizens has been a special feature of the work. In Cincinnati the gymnasiums in eight of the schools have been opened at night, part of the work being directed by the University Settlement and local organizations. Free choral work is also provided on one evening per week, and free lectures are given at three centers.

In Milwaukee the Board of Education has conducted three social centers which were well attended by young people from fourteen to sixteen years of age. Older people also were welcome to enjoy the social privileges provided. Among the activities were debates, dramatics, concerts, physical training, and classes in sewing, basketry, and music. Pittsburgh opened in 1909 one school under the management of the Playground Association. Classes in domestic science and woodwork, physical training, games, and clubs occupy five evenings per week.

So far as careful inquiry has been able to discover, the above cities are all in which the boards of education have permitted or encouraged social or recreation centers.

PRESENT PLAN OF ORGANIZATION

For the current school year provision has been made for conducting thirty-eight (38) centers, in New York City, twenty-six (26) for boys and men, and twelve (12) for girls and women. Most of the centers are opened every night of the week, except Sunday, the hours being from 7:30 to 10 o'clock. In the less congested districts the centers are open for only two nights a week (Friday and Saturday), thus affording no interference with the evening schools in session from Monday to Thursday inclusive.

Each regularly organized center is in charge of a principal who is expected to be a practical gymnast, and who has taken a full course in athletics at college or at some physical-training institute. Efforts are made to secure as principals men and women who are endowed with the true

social spirit, and who, by their enthusiastic love for the work, are real missionaries in the elevation of the social, moral, and physical standards of the neighborhoods in which the centers are located. No problem is more worthy of the attention of a Board of Education than the selection of the proper executives to be placed in charge of this work. The principals must be tireless in energy, resourceful in initiative, attractive in personality, indefatigable in the capacity for work, indomitable in courage, refined in manner, and above all, as Theodore Roosevelt once remarked, "they must love their job."

The selection of teachers is almost equally important, though, if the principals are capable and earnest, they will soon train persons of average ability to be satisfactory assistants in the work. Financial inability often prevents the appointments of as many teachers as may be necessary. In certain buildings, also, the architectural construction may be such that the playground or gymnasium is subdivided by walls or columns, and more helpers will be needed for the work. The largest center in New York has an average attendance of 963 pupils, and the work is directed by one principal assisted by seven teachers. As a rule, in the boys' and men's centers the principal is provided with one or two gymnasts, one club director, one teacher for the game room, and one teacher for the study room. In girls' centers a pianist is also provided for the folk-dancing and athletic drills. When baths are in use, a bath attendant is provided.

NATURE OF ACTIVITIES

Recreation centers, as they are now organized in New York, include the following departments: clubs, gymnastics, game and library rooms, mixed dancing classes, and study rooms.

Clubs.—The most vital forces in every successful center are the clubs. They not only give an *esprit de corps* to the movement, but they are also the means of attracting large numbers of young men and women who are interested in forming an organization with some definite aim. These clubs may be classified as: athletic, social, literary, philanthropic, and civic. In all of them the director of clubs insists that the members conduct their meetings according to the rules of parliamentary procedure, and valuable lessons in practical civics and self-government have been learned by the members of the 774 clubs organized during the past year.

In all the clubs written minutes of the proceedings have been regularly

kept, and the secretary's duties have been made of considerable importance. In most of the clubs there has been an attempt to have some literary work, even though it be of the most elementary nature. It must not be forgotten, however, that the great majority of the club members are busy at their arduous labors, generally physical, during the day, and the club meetings must therefore be recreative in character, and not so severely mental as to discourage the attendance of those we are striving to reach. Some of the purely literary clubs have done very creditable work, and excellent debates with other clubs in the center have been conducted. Some very successful debates with other centers, and open meetings of a general literary nature, have served to furnish a larger audience for the aspiring young speakers than could be given in the limited circle of the club. Probably the most successful public meeting was that of the Maxwell Civic League of E.R.C. No. 141, Brooklyn, at which an audience of over twelve hundred enjoyed a delightful program, the chief number of which was a dramatization of a meeting of the Board of Estimate and Apportionment. If Mayor Gaynor, Comptroller Prendergast, and the other members of the real board had been present to listen to arguments advanced by the young speakers, there would assuredly be an increased appropriation granted to the Board of Education. Several dramatic clubs have flourished, and while the plays produced have been staged with great difficulty and elaborate costumes could not be supplied, ingenious attempts at realism have been made. A performance of *Little Women* given by the Louisa M. Alcott Club of E.R.C. No. 177 is worthy of favorable comment.

In the larger centers, an executive council or senate, consisting of two delegates from each club, has been organized. Their meetings, held biweekly, have done much to unify the work of the center, and to make possible more important club activities than before. Many of the clubs have provided pennants or banners for their club rooms, and have adopted distinctive colors and pins. In a number of cases photographs have been taken of the club membership, which in later years will be valuable souvenirs of the happy evenings the members have spent in their clubs. It is impossible to estimate a greater good to our city in the way of a broader citizenship and a higher standard of living than can come from these clubs, wisely guided by the directors and principals. In a few years the young men will have attained their majority, and will be citizens who appreciate patriotism as higher than party, and the

general good of the city as being the proper desire of every adult inhabitant.

Gymnastics.—Effort has been made to utilize every form of physical exercise possible in the limited quarters of our school playgrounds. In the newer buildings the advantages of higher ceilings and freedom from so many supporting columns have been contributing factors of great importance. So far as possible, the following program has been attempted:

a) *Gymnastics:*

(1) Calisthenics. (2) Drills (Indian clubs and dumb-bells). (3) Apparatus work.

b) *Athletics:*

(1) Dashes and potato races. (2) Relay races. (3) High and broad jumping.

c) *Games:*

(1) Basket-ball. (2) Indoor baseball. (3) Hand-ball. (4) Volley-ball, center-ball, etc.

In girls' centers, instead of the regular athletics, folk- and aesthetic dancing has been the feature of interest.

In a number of centers, classes have been organized for the young men intending to take the physical examinations necessary for the fire and police departments. These classes have been very successful in preparing many men who have succeeded in passing the rigorous tests required. It is to be regretted that in many cases the interest of the men in the centers has ceased after appointment, owing frequently to a change of residence due to their new appointment.

In all matters pertaining to athletics and to dancing there has been no attempt to train specialists or star performers. The effort has been to encourage regular and systematic training which would lead to better physical development of the many, and secure a higher average of strong young men and women.

Mention should be made of *The Observer*, a publication issued by the young men of E.R.C. No. 188, and containing important items of interest regarding the athletic progress of all the centers. Several issues have been published, and much has been done by the organ to stimulate a friendly feeling among the centers. It is to be hoped that this experiment in amateur journalism may continue to be successful.

Tournaments and athletics meets.—A very successful basket-ball

tournament was held during the spring months. The entire city was divided into three districts, and by a process of elimination the winning teams were narrowed down to two in each class. The finals were held in the Twelfth Regiment Armory, the prizes being handsome trophies presented by Hon. Egerton L. Winthrop, Jr., president of the Board of Education, and City Superintendent William H. Maxwell. During the progress of the series each team played one game on the home court and one on the visitor's court. If a tie resulted, a neutral court was selected. The meetings so arranged brought the young men of different parts of the city into generous competition, and, while in many cases spirited rivalry resulted, the general tendency was to break down racial and class differences, and thus to make the young men better citizens of our cosmopolitan city.

The general athletic activities were brought to a successful close by a very enthusiastic athletic meet held at the Seventy-first Regiment Armory. Because of the very large number of young men who desired to compete, it was necessary to limit the number of entries in each event to three from each center. Strict rules of eligibility were also drawn so as to prevent any members of high-school, college, or outside athletic teams from competing. Principals were urged to limit their competitors to those who had been bona-fide members of the centers, and thus to keep out any who had not a clear right to compete. These efforts resulted in excluding some expert athletes who would not have been desirable competitors, and served to divide the prizes among the representatives of many different centers.

Suitable trophies for the center obtaining the highest number of points and for the centers winning the senior and junior relay races were offered by prominent citizens. A large and enthusiastic assemblage cheered the competitors, and the various cries and songs of the "rooters" rivaled those of a college gathering. Very favorable press comments were given, and many visitors pronounced the meet the most successful in the history of the recreation centers.

Game and library room.—This room should be made the most attractive in the center. It should therefore be well illuminated, and the chairs and tables provided should be well adapted for the young men and women who attend. During the past winter efforts at decorating the rooms have been begun, and very fair success has been attained. As a rule the game room is near the entrance, and it should therefore be made

a place of real attraction, so that those who enter will feel that they are cordially welcome to the center.

The tables hitherto furnished have not been entirely satisfactory and have not always been strong enough to withstand the continued usage. During the coming season, however, we are to have a number of very substantial tables which have been made in the Vocational School for Boys. They have been made especially strong and are admirably adapted for the game room. In the tops of the tables checker boards have been made of inlaid squares. This plan will save much time in distributing the game most used in the centers. The fact that the Vocational School can co-operate with a separate branch of the school system will make strong friends for the former among the attendants at recreation centers.

The teachers endeavor to persuade those who attend to learn new games, and not to be content with playing the simpler card games, such as "Authors" and "Battles," in which there is an element of chance predominating. Much valuable information has come to the players from the geographical and historical games provided. While checkers continues to be the most popular game, many have been led by the teachers to learn chess. In one of our centers, the chess team won a tournament from one of the high schools, and also played a draw series with the chess team from the New York University.

Every center is provided with fifty books from the New York Public Library. The titles include fiction, history, travel, poetry, and general literature, the books being changed frequently. There has been a great improvement in the literary standards of the men and women attending the centers. The issues of current magazines are also kept on file, and attract many readers.

Mixed dancing classes.—During the past season, dancing classes were successfully organized in a number of the centers. The classes met once a week in the centers for girls and women, and the attendance of the young men was largely limited to those who were accredited club members of some neighboring male center. The principal of the latter signed a card setting forth that the applicant was a reliable and regular club member. The woman principal in charge of the center in which the mixed dancing class met became the final judge as to the desirability of the applicant.

The principals were most careful and discreet in their supervision

of the classes, and there was no effort to aim at large numbers. The members of the classes were made to realize that all should co-operate to make the classes so proper in every way that no act of any member could be criticized. There was a gratifying improvement in the general appearance of the young men. The association with the young ladies not only developed a higher social tone, but also led the young men to be very careful about clean collars, neat neckties, polished shoes, and everything that pertains to correct personal appearance. Definite attempts were made at instruction in dancing. The first part of the evening was devoted to lessons to beginners, then a period of instruction for all, and the last period was devoted to general dancing. The young men were allowed to attend only one dancing class a week, so that they could still have time to attend their club meetings, and also benefit by the systematic physical training of the gymnasium.

The principals and social workers confidently look upon these classes as furnishing the correct antidote to the evils resulting from the dance halls in congested districts, so often run in connection with the lower order of liquor saloons. In this connection the following words of Mayor William J. Gaynor will bear repetition: "All young people want to dance. It is a perfectly wholesome desire. The boys and girls of today want to dance—and mark my words—they will dance. Therefore, it becomes the duty of every city to see that its young people dance in the right place. The gymnasiums of public-school buildings are a safe place."

Study rooms.—In connection with most of our centers, study rooms have been established. The attendance has been large, so great, in fact, that in some quarters we were hardly able to take care of all who applied. The children who have no proper places in which to study at home flock to the well-lighted study room, where comfortable seats and desks, and the guidance of an experienced teacher, serve to help the children prepare their lessons under proper surroundings.

The results derived from these rooms are potent factors in tending to reduce retardation, for most of the pupils who use the study rooms succeed in being promoted. In one school, out of the two hundred who attended the study rooms all but one were promoted at the end of the term. In some of the schools we have two teachers, thus enabling the principals to make a better grading of the pupils, the older ones being placed in one room and the younger ones in another. Some of the higher

pupils have been of great assistance in giving aid to the pupils of the lower grades, and have been able to improve themselves on account of the review work thus occasioned.

These rooms are not simply intended to furnish places where children can prepare their written lessons. The effort has been to make the name "study room" of real significance. Insistence has therefore been laid upon a quiet discipline, and no more inspiring sight can be witnessed than to see forty, fifty, and sometimes more pupils studying their history, geography, or grammar, or preparing other lessons assigned. Reference books are consulted, an occasional question is asked of the teacher, pen or paper borrowed, and all amid an atmosphere which makes for mental growth and, what is more important, develops the study habit.

SUGGESTIONS FOR FURTHER DEVELOPMENT

1. All new school buildings should have the first (ground) floor constructed with high ceilings, so that the indoor yard or playground may be properly equipped as a gymnasium at night.

2. It is necessary that adequate electric lighting be provided, especially in the game and library room. The entire center should be as well illuminated as a theater, saloon, or moving-picture show. It will thereby prove cheerful and attractive to visitors.

3. Mixed dancing classes are to be encouraged, but they must be carefully supervised so that both sexes may realize that the privilege is one that will be withdrawn from any person found to be unworthy.

4. In connection with the centers, one of the kindergarten rooms should be used at night as a "Mothers' Room." Here upon two or three nights of the week the mothers should gather to receive from a trained nurse full instructions regarding the proper care of babies, nursing, bathing, clothing, and such other topics as concern the care of infants.

5. The auditorium should be located on or below the street level, and be provided with movable furniture, to permit dancing, drills, pageants, and athletic exercises.

6. The auditorium platform should be sufficiently elevated that it may be used for little plays. An inexpensive curtain would be a great aid to the simple dramatic performances which may be attempted by the clubs.

7. The waste place in the cellar should be utilized for the installation of bowling alleys. Besides the area necessary for the heating and electric plant, there is ample room in large buildings for two, and in some cases for four alleys. These can be used by clubs attending the centers. The

expense of the equipment will add less than one-half of one per cent to the first cost of the building.

8. One side of the playground should be boarded, so as to provide proper space for hand-ball courts.

9. In connection with the clubs, the cooking-rooms of the day school should be used Friday and Saturday nights by mothers who should receive instruction in plain cooking, bread making, and simple dietary preparations.

10. Sewing clubs should also be organized for women who will not attend the regular instruction of the evening schools. Once or twice a week a practical teacher or dressmaker should give lessons in darning, patching, renovating old garments, and the making of simple articles of clothing.

11. In the less congested portions of the city, where it is not advisable to establish regular recreation centers, use can be made of some of the vacant rooms. These should not be installed with school furniture, but should be left for club purposes. The young men of the neighborhood should be permitted to use these rooms at night, and to instal at their own expense pool and billiard tables. Another room can be used as a game and library room. Such a plan would require only the services of one teacher, and a hundred or more young men would thus be kept from evil influences at night.

12. Where possible, larger opportunity should be afforded for the development of glee clubs and choral singing. In every school there is a piano, and by furnishing an enthusiastic teacher much can be done to instil a love for good music among our young men and women. No single activity can be conducted at such small expense and give more pleasure and profit to so many people.

13. Evening recreation centers should be furnished with baths, so that after the vigorous physical exercise there may be a chance to take a cool shower bath before venturing out into the night air. This is especially essential for the men and boys who take violent physical exercise, or who play such games as basket- and hand-ball. The main cost is the initial expense of installation. As the centers are usually located in the poor sections of the city, the shower baths are of great hygienic value, as many of the apartments are unprovided with proper bath accommodations.

14. In better neighborhoods, upon one or two evenings per month,

there should meet a "Fathers' Club," devoted to the discussion of civic, industrial, and social topics, and especially to the great American problem of how to bring up a boy in a great city. There will also be an opportunity to have explained the value of school report cards, and the scale of ratings adopted by the teachers of the day school. In some neighborhoods the above is well taken care of at regular parents' meetings conducted by the day-school principal.

15. Once a week in the auditorium or assembly hall there should be an exhibition of moving pictures. The topics illustrated should be educational in character, including manufactures, agriculture, transportation, history, geography, art, and literature.

16. It is very necessary that measures be taken to continue the work of social and recreation centers throughout the whole year. In most cities the work is abandoned from May to October. During the summer period the clubs disintegrate, and it is a long time before reorganization is effected in the fall. A further danger is that dance halls, pool rooms, and such places, which are always open, will attract the young people, encourage evil habits, and make it very difficult to get them back to the centers.

17. There is also to be desired a gradual extension of the use of the school auditoriums for the discussion of municipal problems. Matters of budget appropriations, railroad franchises, new high schools, proposed bridges, and the like, should be fully discussed, not only in the editorial columns of the papers as now, but also in open meetings held in the large auditoriums of our public schools.

In conclusion, may I say that the needs of sensible and practical economy demand a larger use of our public-school buildings than the usual plan of only using them for five hours a day and for five days a week. One of the chief property assets of every city is found in the public schools. Not to make ample use of this valuable possession is unbusiness-like and un-American. It is especially necessary because our young people should not only learn lessons of scholarship, but also lessons of real life. The natural desire of the young people to play must be encouraged, and their active interest secured in all public improvements.

I commend to all the excellent advice of President William H. Taft, as set forth in a recent address: "It is in their idle moments that the young contract the habits that lead them downward, and it is in their leisure that they can make their character what it ought to be."

VI. THE ROCHESTER CIVIC AND SOCIAL CENTERS¹

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On February 15, 1907, delegates from eleven organizations, representing more than fifty thousand citizens of Rochester, met in the Chamber of Commerce and organized the School Extension Committee. One of the leading spirits in this body was Mr. Howard Bradstreet, who has done much for the playground movement in Rochester. He is now continuing his good service in New York City. The committee asked for and secured an appropriation of five thousand dollars, to be used in maintaining one playground and one vacation school, and to make a beginning of social-center work. It also gained the consent of the Board of Education to administer the funds.

On November 1, 1907, School No. 14, which is equipped with a gymnasium, shower baths, a library, magazines, stereopticon lantern, etc., was opened as the social center of the community. The week was divided so that the men and boys had the use of the building on three evenings, and the women and girls on two evenings. One evening was devoted to a general gathering for a lecture or entertainment, followed by a social hour for all. Directors were appointed to take charge of the men's and women's gymnasium work, the library, the boys' and girls' clubs. An assistant to the regular day-school janitor was engaged to do janitor work. Within a month after the opening of the center, clubs had been formed of men, women, boys, and girls—self-governing clubs meeting once each week and devoting themselves not only to the usual parliamentary business of a club, but especially to the development of an intelligent public spirit by the open presentation and free discussion of public questions. Before the end of the year, in addition to School No. 14, four other schools opened their

¹ Reprinted with permission from the *Proceedings of the Playground Association of America*, III, 387-95 (January, 1910). Mr. Ward was to prepare a paper especially for this yearbook, in which he planned to discuss his Rochester and Wisconsin work, but was prevented by illness from doing so.—EDITOR.

doors to social-center work—two for men's civic club meetings and two for boys' clubs, or "Coming Civic Clubs."

At the end of the first season about seventy-five men frequenting Social Center No. 14 signed the following letter:

To the Honorable, the Mayor and Common Council of the City of Rochester, N.Y.:

Knowing that the question of extending the social-center work of the public schools is now before you and believing that the judgment of the men who have frequented the Social Center at School No. 14 may be of value in this matter, we, the undersigned voters, residing in the neighborhood of School No. 14, and members of the Men's Civic Club of the Social Center, declare that in our judgment the opening of the public school in the evening for recreation, reading, and club meetings, so far as it has been tried at School No. 14, is an unqualified success.

Not only does it give opportunity for wholesome athletic exercise, literary culture, and training in good citizenship to the older boys and girls, and the young men and women of the community; and in its free lectures afford opportunities for entertainment and instruction to all the people: but especially in its clubs for men and women it is of great value as a place for the discussion and understanding of civic questions and the development of a good community spirit.

In our opinion there could be no more wise and economical investment of the city's money than in the extension of the social-center movement; and we do most heartily endorse the recommendations of the Board of Education in this matter.

The experiment for the first year was regarded as being so successful as to warrant doubling the appropriation for the second year. In addition to Social Center No. 14, two other school buildings—the West High School and School No. 9—located in widely separated sections of the city, were opened as community gathering places. The arrangement regarding time, equipment, and direction for the second year was practically the same as that made for the first year. During the second year, in addition to the men's civic clubs that had been formed during the previous year and those which were formed in the newly opened centers, a number of others were organized in various sections of the city. They represented every class of people and practically every interest in Rochester. In the middle of the second year these clubs formed themselves into a League. The reasons for organization and the purpose of the League may be taken from the preamble to its constitution:

The steady growth of the civic movement from its beginning in December, 1907, when there was one club with twelve members, to the present, when there are sixteen clubs with fifteen hundred members, seems to justify the belief that there is a permanent, real need of non-partisan organizations of adult citizens, meeting in the public-school buildings for the purpose of developing intelligent public spirit by the open presentation and free discussion of matters of common interest; and that the civic clubs meet that need.

To increase the effectiveness of the civic clubs and to further their purpose—especially in matters such as the securing and entertaining of distinguished visitors to the city, in giving unity to the expression through the various civic clubs of the people's will in the matter of desired legislation, and in guiding the further extension of the civic-club movement with a view to the welfare of the city as a whole—it is desirable to form a central league of federation of these civic clubs.

We, the chosen representatives and delegates of the several civic clubs of the City of Rochester, do hereby form such a League of Federation.

On April 8, 1909, Governor Hughes accepted the invitation of the league to visit the social centers and civic clubs, to dine with the officers, and to address the members of the various organizations. During the course of his address he said:

You in Rochester are meeting one of the great tests of our democratic life. You are proving that the virtues of humanity far exceed in force the vices of humanity. You are showing that it is health that is really contagious, and that in a progressive community the most intelligent of the citizens turn their attention to the thought of mutual improvement and of enlarging the area of the real opportunities of life. . . . It is in the social centers of Rochester that I should look for an answer to the question whether in a great democratic community you are realizing the purposes of society.

I have enjoyed seeing the splendid provision that is made through this movement for the promotion of physical well-being. How little we realize that character must have its basis in self-respect, and that it takes a good deal of a saint to have self-respect when one is not well and vigorous! I rejoice that boys and girls, and men and women are having an opportunity to lead normal lives, and to get the sound physical basis upon which everything else in life so largely depends.

I congratulate you upon the use that is made of the fine public buildings that have been erected for educational purposes. . . . We used to pass these stately edifices of education after school hours and found them closed and dark—interesting only because of the architectural beauty or curiosity of their façades. Now I do not know when the janitors find time to clean

the public-school buildings of Rochester. [Vacuum-cleaning plants are being installed in the new school buildings of Rochester.] It seems to me that they are being used all the time. This use of the school building is a school-extension proposition: what the community has paid for is now enriching the community in larger ways than were at first thought possible.

But you have not stopped there, and I am glad of that. You are organized in civic clubs, you have federated these clubs, and you are discussing public questions. We cannot have too much of that. . . . We have nothing to fear in this country if we can only have enough of that; the danger is in having too little.

The second season of the social centers, like the first, was most successful. The appropriation for the third year, that is \$22,000, was an increase of more than 100 per cent over the amount appropriated for the second year.

A detailed statement of all the activities of the social centers would mean a repetition of *The Story of the First Two Years*, a book of one hundred and twenty-four pages published by the League of Civic Clubs. It will be well, however, to speak of one or two of the great problems whose solution can be found along the line of this development, if we may judge from the beginnings that have been made.

One of these is the immigration problem—the great question of how to receive and assimilate the foreigners. At a public meeting of the first Italian Men's Civic Club, one of the members spoke of the service of the social centers in these terms:

When you meet the Italian half way, as you do in the social centers, recognizing that he as an Italian has something to bring, something to contribute to the common store; when you teach him to love and honor the American flag and all that it stands for to him; when you make him feel friendly—you make him feel that he is a man, and that he must be worthy of his larger citizenship.

The immensely important problem of furnishing wholesome opportunities for young men and women to meet and become acquainted finds a satisfactory solution in the opening of the social centers, in the custom of allowing the boys' clubs to entertain the girls' clubs, and especially in the practice of having a general social gathering each week.

The problem of the home, which is second to none in importance, finds a partial solution in the opening of the social centers. The social

center gives an opportunity for the whole family to find its outside recreation in the same place.

The equally important problem of civic improvement and real democracy also finds its solution here. It was at the organization meeting of one of the men's civic clubs that the alderman of the ward said:

The value of a civic club from the point of view of the private citizen has been stated. I want to say a word in regard to its value from the point of view of the public servant. An alderman is elected to represent the people, but how can he represent the people unless he knows what the people want? And how shall he know what the people want unless they tell him? I welcome the civic club because it will give me an opportunity to learn the will of the people in this neighborhood.

Finally the social center meets directly and effectively the problem of the boy at the most difficult and critical period. It was soon after the opening of the social center at School No. 14 that the director was stopped on the street by a merchant whose place of business is near by. The merchant said:

The social center has accomplished what I had regarded as impossible. I have been here nine years and during that time there has always been a gang of toughs around these corners, making a continual nuisance. This winter the gang has disappeared.

"They are no longer a gang," answered the director, "they are a debating club."

In closing permit me to quote some verses entitled, "What Social Center Means," which were written by a young man of one of the social centers. They are to be sung to the tune of "Auld Lang Syne." We may criticize the construction of the verses, but cannot deny that, coming from a member of the social center, they have real meaning:

WHAT SOCIAL CENTER MEANS

I. ALL

Did you ever stop to figure out
What "social center" means?
Here you will find democracy,
Men—kings, and women—queens.

Here each one can express his thought.
All stand on equal ground;
Here differences are all forgot,
Here brotherhood is found.

2. BOYS

We boys, who used to waste our time
On corners of the street,
Now turn our back on loafing:
We've a better place to meet—
A place where we can build ourselves,
Our body and our mind;
And we will surely "make good" here.
The center pays, you'll find.

3. GIRLS

We girls, who used to pose in front
Of mirrors half a day,
Now have the roses in our cheeks;
Our powder's thrown away.
We know that brains are more than hats,
That heads are more than hair;
We're here because we mean to be
Useful, as well as fair.

4. MEN

We men here meet without constraint
Real questions to decide;
To face the common enemy
We stand here side by side.
Old prejudice is on the run;
Injustice, too, shall go.
Why Rochester should not be right
To us you'll have to show.

5. WOMEN

We women count as human here,
We've head as well as heart.
In solving civic problems we
Have come to do our part.

For the ideals of the home
Expression we shall find
In cleaner, happier city life,
More beautiful and kind.

6. ALL

And so we've told you what to us
The social center means.
Here you will find democracy,
Men—kings, and women—queens.
Here each one can express his thought.
All stand on equal ground,
Here diff'rences are all forgot,
Here brotherhood is found.

VII. HOME AND SCHOOL ASSOCIATIONS

MARY V. GRICE

President Home and School League, Philadelphia

A new force is being recognized today in the educational world—a force elusive, vague, not yet harnessed by the thongs and cords of organization, but none the less a force that is being reckoned with. It is the newly expressed impulse of the home that in turning its sometime indifferent gaze upon the school and reaching out toward the same in the spirit of co-operation has quickened into activity a latent power. This power is permeating strata after strata of social life. It takes on different forms in different places, but its key-word is the same wherever its outward and visible expression is seen—and that is “together”—the working together of the two great formative forces in the life of the child.

This movement began in the early days of the kindergarten. It was so perfectly natural for the mother to follow her very little child into the school that soon her presence became an accepted part of all school functions, indeed of most of the school hours. Gradually the circle of co-operative interest widened until it spread through the higher schools, while it is even manifesting itself in many Sunday schools, indicating that the principle of co-operation obtains wherever the best interests of the child are to be furthered.

By way of suggesting the extent of the movement in our own country we would quote from the office records of the Home and School League in Philadelphia for the month of November, 1910: “Forty-five cities have communicated with this office during the past month relative to the formation and method of conducting Home and School Associations.” There are few school communities today that are not at least discussing the subject, even though by reason of misapprehension on the part of the authorities, or by indifference or fear of extra burden on the part of the teachers it has not yet been accepted as an educational factor to be used as an uplift in community life.

The character of the work is purely that of social service. It must

be commenced and carried forward in the spirit of love—love that never patronizes, that never “goes down” but simply “goes along.” With such a spirit the movement is limitless in its possibilities for service.

The methods employed in carrying on these associations vary with the needs and conditions of the community, but the factor that seems imperative to the staying quality of the movement is that it *should come from the people themselves*, not be foisted upon them either by board of education or faculty of school. Yet he is a wise leader who, whether from the ranks of the profession or the laity, whether official or private citizen, can make the people realize the power gained through such organized effort.

One of the best methods of arousing public sentiment in this movement is to form a Central Committee of Citizens—educators, professional men, prominent women—who are willing to back the work both by moral support and financial aid. Let this Central Committee enlist the sympathy of the school board and teachers. (Be sure of the co-operation of the teachers. Wait, if need be, until they are converted. Their influence is essential to success.)

The committee should then organize a Bureau of Speakers—men and women of influence in the community—who will give at least one talk in a season upon some subject pertaining to the child’s welfare.

Finally, send invitations not only to every home represented in any particular school, but to all homes in the community—whether they have children or not in the school—aiming to have the volunteers assume the conduct of the meeting under the advice and co-operation of the teachers. All meetings should be held in the school buildings.

Having gathered together an audience as suggested above, present the value of community work as a power for community good, and you will find there are very few such occasions that will not result in the formation of a Home and School Association relating itself to the best interests of the school and its community.

When once the organization is formed its growth and development are along lines which suggest a natural law such as governs all organic life. Its first interest is in itself, just as completely as the interest of the very young child is self-centered. The organization is interested in its particular school, in the particular group of scholars connected with that school, in its particular needs, just as each father and mother are most deeply interested in the children of their own family circle. Naturally

the subjects discussed at first take on the coloring of the new interest. Those having the care of the children in the home meet with the caretakers and instructors of the school, and in seeking an answer to the age-old question—"What of the Child?"—are creating almost unconsciously a new educational force. Through these meetings and conferences men and women who have never before given the subject thought are beginning to realize in some degree the purpose and method of the school and its trained workers. School policy and discipline are discussed and the child's new relation to community life made clear.

It is not long before a second stage of development is reached. Those in the home are not content to be directed along the line of effort that relates to the school only. They desire to know more of the great underlying laws that govern child nature so that they in turn may be better fitted to carry on their share of the work in the home. Fundamental ethical problems come to the front at this point, questions not now of school policy but of character building, upon which both home and school must agree in order to obtain desired results. And so without apparent planning the homes about the school are being stimulated and enlightened and lifted up to a higher plane of endeavor.

Then comes the third widening of the circle. Not "our school" so much, nor even our "homes," but the community's interest is the thing dear to the heart of this organization. "Not the one for the many but all for each" becomes the slogan, and a new interpretation of Democracy begins to dawn upon the minds of the members. The horizon of interest is easily pushed back at this point. The simple organization of the home and school forces has become more all-embracing. The great world movements press in, and thus the little groups connected in this way with the schools all over the country find themselves in turn a part of the world and its concerns. Is it not easy to see what a splendid educational factor this movement may be made?

One of the interesting phases of the work is the active participation in it of bodies already organized. Associations for furthering public education, patriotic societies, women's clubs, neighborhood workers' associations, and many others are affiliating with this movement in different cities and forming a vast army of men and women all working for a common cause.

The results are what might be expected. Wherever home and school organizations have been formed they have contributed to the advance-

ment of the educational and social interests of the community. Quoting from an editorial in the *Philadelphia Ledger* following the Annual Conference of the Home and School League this past fall we find this thought emphasized:

The League's work has hardly begun in Philadelphia, yet no organization has been of greater beneficence in its direct and indirect results upon the schools themselves and upon the community than the work now being done by it. It is serving as an auxiliary to the Property Committee of the Board of Education in supplying bookcases, pianos, classroom decorations, trees for school grounds, material and equipment for extra classes which could not have been opened had they been compelled to wait to be supplied from the regular official sources, the equipment of playgrounds, and in many other ways contributing to the physical well-being of the schools. Besides these concrete benefits the movement is proving its usefulness as an aid to the school authorities in pressing their needs upon the municipality; it has in many instances given material aid to the Superintendents in providing books for the instruction of mothers in matters of sanitation and hygiene, lectures and entertainments for pupils and their parents, the organization of mothers' circles, and in making it possible for teachers to take advanced courses of instruction at the University of Pennsylvania Summer School. More important than any of these it has brought the public into closer relationship with the schools by the organization of social centers and the opening of the buildings for evening meetings and classes. In several schools classes for dancing, games, instruction in sewing and embroidery, in reading and dramatic recitation, in handicraft of various sorts, housework and home-making, physical training, etc., have been successfully conducted, and several neighborhood savings banks have been opened. All this could have been obtained in no other way than by the helpful co-operation of the public.

Within the past year in this one city alone nearly two hundred thousand people have gathered in the different school buildings from time to time after school hours, to say nothing of some twenty-seven thousand young people and children meeting in the social centers for various forms of recreational instruction.

It might be well while reviewing this movement to mention some of the difficulties one is bound to encounter, or the criticisms that are sure to arise in the working-out of any problem as great as the bringing together of two such widely separated institutions. One of the hardest difficulties to overcome in the beginning was the indifference on the part of the home. The urgent plea of a growing daughter, who had heard

her mother accept an invitation to attend a meeting in the school, voices the attitude a few years back—"Oh! Mother, please don't go. No one ever goes to the school *unless there is a fuss on.*" Today that attitude has changed. The home is eagerly knocking at the doors of the school, asking to come in and share with the trained teacher some of his knowledge concerning the child. This is not true of all homes, nor can it be said of any movement that it is ever accepted by all the people. The greatest difficulty to be overcome at present is to be met among the teaching body itself. With a system of education so overcrowded with that which has to be done "by the book" there is little time or energy left for the initiative required in the new field of Social Education. Yet so loud are the demands of the age for the service of brotherhood, so great are its claims, that despite their overburdened days many teachers are rising to this opportunity and responding with the gift of themselves to the needs of their neighborhoods. Such teachers are making a communal force of the school, and are relating it in ways unthought of before to the life of the people.

It is easy enough in the flush of enthusiasm of a new venture to effect an organization, but to carry on a sustained effort year after year requires tact and patience and hard work. There never has been, and probably never will be, anything that was worth doing that did not present difficulties that had to be met and overcome all along the way.

There are organizations that are making a study of the preparation of programs for home and school meetings, and for those who find it difficult to carry on that part of the work it is easy to secure assistance.

The criticism that those who need it most never come to the school can be met by Charles Dudley Warner's suggestion in *Back Log Studies*: "If you want a good fire *light it on top.*" The fire of community interest will burn through from top to bottom if only once it is lighted.

The criticism that this freer use of our school buildings subjects them to that much more wear and tear, which in turn necessitates added expense, can be met as was the teacher's remark when she said, "Look at these newly painted walls, and my unscratched desks; why, if the young people come in here of evenings the room will never be so nice again." The reply, "Yes, you are right, the room will never be 'so nice' again. It is all a case of relative values. Which would you rather have, unscratched desks or unscratched characters?"

It is hard to foresee just how great the educational value of this move-

ment may become in the future, it stands today big with promise. It is helping to make of the schoolhouses centers of light and usefulness, the influence of which cannot be computed by commercial standards, for the spirit of good citizenship radiating from each of these centers cannot be weighed nor measured, but the whole social structure will be the richer thereby.

VIII. THE COMMUNITY-USED SCHOOL

CLARENCE ARTHUR PERRY

Russell Sage Foundation, New York City

Public School No. 9 of Rochester, New York, besides affording the regular elementary day instruction, is used also as an evening school for foreigners in the winter and a vacation school in the summer. Its yard is a public playground, not only during July and August, but after class hours throughout the year, while in the building itself is provided a place for the utensils and athletic paraphernalia needed in the games and sports. The large room of the school is both an assembly hall and a gymnasium. Here, in the margin of the day, are held public lectures, free literary entertainments, amateur theatricals, concerts, mass meetings, and moving-picture shows. When the chairs are removed it is given over to numerous dances, basket-ball games, athletic exhibitions, and other social doings. These occasions do not occur spasmodically and infrequently: they come according to an annual program which is both full and choice. They are provided by the city and enjoyed by the public without discrimination.

The class and kindergarten rooms serve by night and Sunday afternoons as places for reading both books and periodicals, playing quiet games, and rehearsing orchestral and glee music. There is no fee attached to these privileges and the people of the neighborhood make a liberal use of them. Thriving civic clubs—four separate organizations for men, women, young women, and youths—also have quarters in the building while free classes of both sexes rotate in the use of the gymnasium, which is well equipped with apparatus and shower-baths, and manned with a staff of competent specialists. Such, briefly, are the main features of what is probably one of the best examples of a community-used school in this country, or indeed, in the world.

There are fortunately many other American schools which afford these privileges in varying degrees. As in the case of this Rochester school they supplement the regular day instruction with activities which enrich the lives of grown-ups as well as children and thus serve more adequately the communities in which they are located. This larger

use of school property not only affects the community; it develops the school as well. First let us consider the effects upon the community. These, for the sake of clearness, may be grouped under three heads: public health, civic efficiency, and social solidarity.

I. PUBLIC HEALTH

Perhaps the most obvious way in which the wider use of school property contributes to the physical well-being of the community is found in the increased opportunities for play and enjoyable hand occupations afforded by vacation classes and yard games and sports. Jumping, calisthenics, basket-ball, and dancing give not only immediate benefits but also permanent ones, since they foster athletic habits. But for the shower-bath, first taken at the playground or in the school gymnasium, many people would probably never acquire the custom of daily bathing. The art of swimming which is included in many playground and recreation-center programs is not only a valuable physical exercise but an accomplishment of prime importance in certain emergencies. The chinning, jumping, and running events which constitute the badge tests and class athletics now carried on in many schools give bodily strength and inculcate, at the same time, notions of the simplicity, cheapness, and effectiveness of the elemental, really necessary things of life. Folk-dancing, especially, represents the maximum of benefit with the minimum of expense. Exhilarating, sociable, imparting grace, exercising all the muscles, quickening the important bodily functions, requiring small space per person, and economical of teaching material—its introduction has changed the aspect of life for thousands of city girls and it may be preparing heritages of rhythm and color for unborn generations.

The medical inspections given children at the playgrounds and the physical examinations held in the social-center gymnasiums affect beneficially not only the subjects themselves but indirectly their relations and friends, by setting higher standards of physical efficiency and by suggesting ways of discovering latent weaknesses. Of a similar value are the playground exercises specially prescribed for children with wry-neck, spinal curvature, and other deformities; the pure milk distributed and the day-nursery care afforded now in city-school yards during the hot months. A beginning which may have even more far-reaching effects upon the health of American school children is to be seen in the warm, nourishing lunches now furnished in some of the

schools of Houston, Texas, by the Mothers' Clubs of that city. Considerable loss of life is undoubtedly prevented through the mere withdrawal from the crowded city streets of large numbers of children through the attractions of the playground and vacation school. It is to be hoped also that drawing them out of the homes and leaving the housewives greater freedom for household duties results in cleaner rooms and more appetizing meals for the whole family. There can be no doubt, however, that both the training rules which surround participation in out- and indoor sports, and the custom of spending leisure time in social and evening recreation centers promote temperance in the use of stimulants on the part of young men. So much for the physical effects of the *practices* in community-used schools.

Concerning the health-giving instruction imparted in these centers an example is found in the results of an evening illustrated talk given in one of the Cleveland schools. It was entitled "How We May Aid the Fight Against Tuberculosis," and afterward the committee in charge received over forty letters from pupils telling of sanitary changes which had taken place in their homes. In Chicago the Visiting Nurses' Association carried on one summer a campaign of education through the vacation schools for the purpose of ameliorating the diarrheal diseases in young children. These schools also send out through the children a constant stream of information upon the best ways of cooking, preserving food, securing pure milk, and keeping the home clean. In many playgrounds babies are bathed by trained nurses in the presence of the mothers who are also given other instruction about the care of their infants.

Over one hundred of the lectures given annually by the Board of Education in New York come under the head of physiology and hygiene, while in the social centers and home and school meetings throughout the country a large part of the talks given are devoted to such topics as "The Care of Infants," "Pure Milk," "The Prevention of Contagious Diseases," "First-Aid Methods," and the advocacy of a bloodless Fourth of July. In the club meetings the mothers and wives not only discuss similar subjects but exchange recipes, learn how to clothe their girls properly and how to stop cigarette-smoking among their boys. Thus through thousands of channels opened by the wider use of school property is the wisdom of the physician and the scientist being conveyed into the homes of the inexperienced and the susceptible.

II. CIVIC EFFICIENCY

In the work of rendering more effective and less wasteful those services for the whole community which it delegates to representatives, school extension can render valuable assistance. Citizens must be adequately informed before they can exercise "efficient citizenship." How organizations meeting in schoolrooms help civic progress is illustrated in Rochester where, at the second meeting of the pioneer Men's Civic Club, "The Duties of an Alderman" were discussed by a member of that body. In responding to a vote of thanks he said: "You have given me a vote of thanks. I feel that I want to give you a vote of thanks for the privilege of speaking to you and hearing your frank discussion of my words. If you have been benefited by my coming here, I have been benefited more. If every member of the Common Council and every other public servant had, frequently, such opportunities as this to discuss public matters with those to whom he owes his appointment it would mean that we would have much better, more intelligent representation of the people's interests and a cleaner government."¹

Some of the other topics discussed by the civic clubs in this city are: "The Duty of a Citizen to the City," "Idealism in Municipal Politics," "Why Vote for Taft?" "Democratic Policies," "Socialist Policies," and "Prohibition Policies." The reason for the success of these meetings given by a prominent schoolman who was visiting Rochester is as follows:

Yes, I see it. The foundation of this development in Rochester is the right of free discussion and democratic control. I have wondered why, in our city, although we have spent as much money and effort in having the schools used as Social Centers as you have, yet we haven't developed the same spirit. The reason is that the men haven't made use of the schools, and the men haven't made use of the schools because we have superimposed restrictions upon their discussion. It is strange to think that, in America, in the most essentially American of our institutions we have denied this right. Unquestionably the secret of the success of the Rochester movement is in the fact that it has not been un-American.²

And the men in these clubs do not limit themselves to mere talk. They have formed a league which works "for the city as a whole."

¹ Ward, *Rochester Social Centers and Civic Clubs*, pp. 29-30.

² *Fifty-fifth Report of Board of Education* (Rochester, N.Y.), p. 138.

They have been instrumental in securing playgrounds. Their agitation has brought about improvements in the streets and street-car service and the establishment of public comfort stations; and they have set the example of systematic action in opposition to unsatisfactory divisions of land by real-estate companies.

The civic effect of public lectures having such topics as these, selected from many on the New York Board of Education's program, is obvious: "Municipal Cleaning and Its Relation to Public Health," "Housing in Europe," "Factories, Tenements and the Sweating System," "Our New Water Supply," and "City Planning."

By way of preparing young people for community life the vacation schools render valuable service in teaching property rights to street gangs, curing juvenile delinquency, and affording backward pupils larger opportunities to secure promotion, privileges which may determine that they are to remain in school long enough to secure the civic education afforded in the last two years of the elementary course. The evening recreation centers yield not only the same sort of help to retarded pupils but through their clubs and debating societies the youths receive excellent parliamentary training and imbibe many facts about municipal affairs. Even the sports contribute to this end when they demonstrate in the conduct of some reclaimed tough that, as Miss Evangeline Whitney phrased it, "the athlete's code of honor is a triumph over lawlessness, the beginning of a citizen's conception of duty."

The kind of civic work done by the organizations which hold their meetings in schoolhouses is well illustrated by the activity of the Parent-Teachers Clubs of Auburn, New York, which, through a skilful agitation, secured a probation officer for the city, and also by that of the Parents' League, which offered prizes and held a neighborhood improvement contest in a suburb of Boston.

III. SOCIAL SOLIDARITY

Among the forces tending to fill in the fissures in our social life which have resulted from the prevailing industrial system and the immigration of uncongenial aliens may be mentioned the supervised playground, the evening recreation and social centers, and the basement or hall where folk-dancing is held. Playground workers frequently tell of race feuds which have either entirely disappeared or been converted into enthusiastic competitions through the effects of organized games

and sports. The peasant father acquires a different feeling toward Americans when his daughter dances his national dance before him and tells of the good times she has after school. The natives also feel a new respect for the poor foreigner when at some school festival they see him participating gracefully and joyously in an exhibition of the merry-making which had lightened the labors of his people for generations past.

The domestic-science training of summer schools and playgrounds imparts to thousands of immigrant homes a knowledge of American customs which subtly undermines that greatest barrier to racial intermingling—differences in manner of living. The club-life of the evening recreation centers works toward the same end in a different way. How effectively, no one has more adequately expressed than Mrs. Humphrey Ward who, after a visit to several New York centers, reported as follows:

In another we found a thousand girls, divided in the same way between active physical exercise and club meetings (by the way, while one of the boys' clubs was debating Mr. Bryce's *American Commonwealth*, the girls were discussing *Silas Marner*); and, in the third, perhaps most remarkable of all, five hundred girls were gathered debating whether you should retain the Philippine Islands, with a vigor, a fluency, a command of patriotic language and feeling which struck me with amazement. Here were girls, some of whom could only have arrived in your country a year or two ago, and all of them the children of aliens, appealing to your Anglo-Saxon forefathers, and talking of your Revolutionary War and the Monroe Doctrine, of liberty and self-government, with an intensity of personal appropriation such as no mere school teaching could have produced.¹

Adult foreigners are affected in similar ways by the privileges of school social centers.

When you meet the Italian half way [said a prominent naturalized citizen of Rochester] as you do in the Social Center, recognizing that he, as an Italian, has something to bring, something to contribute to the common store, then you teach him to love and honor the American Flag and all that it stands for to you, by showing some respect for his flag, and all that that stands for to him, then you make him feel friendly, you make him feel that he is a man, you make him feel that he must be worthy of his larger citizenship.²

In a different way, by the fusing effect of experiencing a common emotion, the social center exerts an amalgamative influence upon the

¹ *Tenth Annual Report of the City Superintendent of Schools* (New York City), p. 523.

² Ward, *Rochester Social Centers and Civic Clubs*, p. 90.

community which is needed by natives quite as much as by immigrants. Rev. Samuel McChord Crothers gave an instance of it when he said:

Not since Civil War days have I heard people sing with such spirit. The one justification of war is that it makes people realize that they have a common bond, a common interest—and they express that feeling in songs. You people of Rochester, in the Social Centers, have made the same discovery of a common bond. You prove it by the spirit of your singing. You have done a great thing. You have found a substitute for the only good thing about war, so that war is no longer necessary.¹

How the school lectures aid in the assimilation of the alien is well illustrated in New York where provision is made for several of the races which are here in large numbers. The Italians hear in their own tongue a discourse upon the "Rights and Duties of an American Citizen." A Hebrew tells his neighbors about "Great American Literary Men," while the Germans listen to their compatriots expatiate upon musical celebrities. For the more recent immigrants there are lectures which are so fully illustrated with pictures and demonstrations that they are to a large degree understandable without much knowledge of English.

Again the public lecture exerts a needed cohesive force upon all who come within its range. The reason is well stated by Superintendent A. B. Poland of Newark:

The school building is the common forum where men and women of all social and intellectual grades meet on a level, as nowhere else—certainly not in houses of worship, since there they are necessarily divided into separate and distinct communions. Scarcely another place, except it be the polling place, can men of all classes meet on a common basis of citizenship; and even at the polls men are usually divided into hostile camps. Anything that draws men together on a common footing of rights, powers, duties, and enjoyments is a great social and moral power for good citizenship. Next to the public school, which tends to obliterate hereditary and acquired social and class distinctions, the public lecture held in the public schoolhouse and paid for out of the public purse is the most thoroughly democratic of our public institutions.²

IV. REACTION OF COMMUNITY-USE UPON THE SCHOOL SYSTEM

The president of the Pittsburgh Playground Association reports that as a result of its vacation-school work, industrial and domestic-science departments have been placed in a number of the day schools.

¹ *Fifty-fifth Report of Board of Education* (Rochester, N.Y.), p. 145.

² *Fifty-first Annual Report of Board of Education* (Newark, N.J.), p. 177.

In others play has been given a place on the regular daily program and many teachers have learned how to play with their children. Teachers commonly state that the pupils who have enjoyed summer-school and playground privileges return to their classes in the fall in a less demoralized condition and settle down to work with less friction and trouble.

The success of the summer-school activities is undoubtedly responsible for the tendency now noticeable in many places to extend the period of the regular day instruction. Cleveland has been so successful in running the new Technical High School twelve months in the year that plans are now being made to place the elementary instruction on that basis, and the idea has attracted attention in other cities. In Oakland, California, some of the schools have been opened Saturday mornings to allow instruction in domestic science and manual training. In New York, Newark, and several other cities the children are allowed to hold games and folk-dances after hours in classrooms and basements.

Concerning the effects of systematic athletics and play upon school work Mr. Lee F. Hanmer has written as follows: "In cities where this work has been organized and given a fair test school authorities are practically unanimous that (1) class work is better; (2) the health of the school children is improved; (3) a wholesome school spirit is developed; (4) there is less trouble about discipline owing to the closer relation and better understanding between the pupils and teachers."¹

The organization of home and school associations in connection with the larger schools created a demand for a meeting-place in the building more suitable than the ordinary classroom. The principals also wished a place where the whole school could assemble and the consequence has been that in many cities all plans for new elementary schools now provide for a spacious auditorium. Thus the building becomes better adapted not only for community-use but also for developing a healthy school spirit. Without a common meeting place the only other agency for creating this feeling is to be found in athletics, a very effective one, to be sure, but one that does not develop exactly the same kind of spirit that springs from a debate, an inspiring lecture, or a public exhibition of scholastic ability.

One of the arguments used in a recent successful campaign waged by the Civic League of Lexington, Kentucky, for the purpose of raising

¹ Hanmer, *Athletics in the Public Schools* (p. 11), Russell Sage Foundation Pamphlet.

funds with which to build a new model schoolhouse was the accommodation which would be made "for various social uses." Their appeal, speaking of the large room which could be used as kindergarten, gymnasium, or auditorium, said:

With the stage at the end and folding chairs it may be converted into an auditorium for stereopticon lectures, musical entertainments, and plays. When the school buildings belonging to the people are used by the people as their clubhouses, where recreation, physical activity, and educative amusement may be had by the young in proper environment the saloon evil and other social evils will not cut so large a figure in our civilization.

But besides this direct way in which community-use is securing better school facilities for the children there is a constant improvement in educational methods through the better understanding of the teacher's aims and problems which the parent has gained by being brought into the school building. The citizen, thus enlightened, in his capacity of taxpayer strengthens the schoolman's work with appropriations, and as parent gives him more effective co-operation in the home.

Finally, the forces which are rapidly transforming public schools into focuses of community life are genuine human needs, some elemental, others created by an unprecedented gregariousness, but all compelling satisfaction if the advance of the race toward its destiny is to be unimpeded. The matter has been well stated by Dr. Luther Halsey Gulick in these words:

Only upon the basis of personal understanding and mutual confidence is efficient and coherent social action possible. This is the foundation of democracy. Communities must have, therefore, material and social machinery by which various classes shall come to know each other; some instrument that shall cross-section racial, financial and social strata; something that shall go beneath these and touch fundamental human interests. Of these the central one is the love of children, and the machinery most natural, as well as most available, is the public-school system.¹

¹ Introduction to Perry, *Wider Use of the School Plant*, p. vii.

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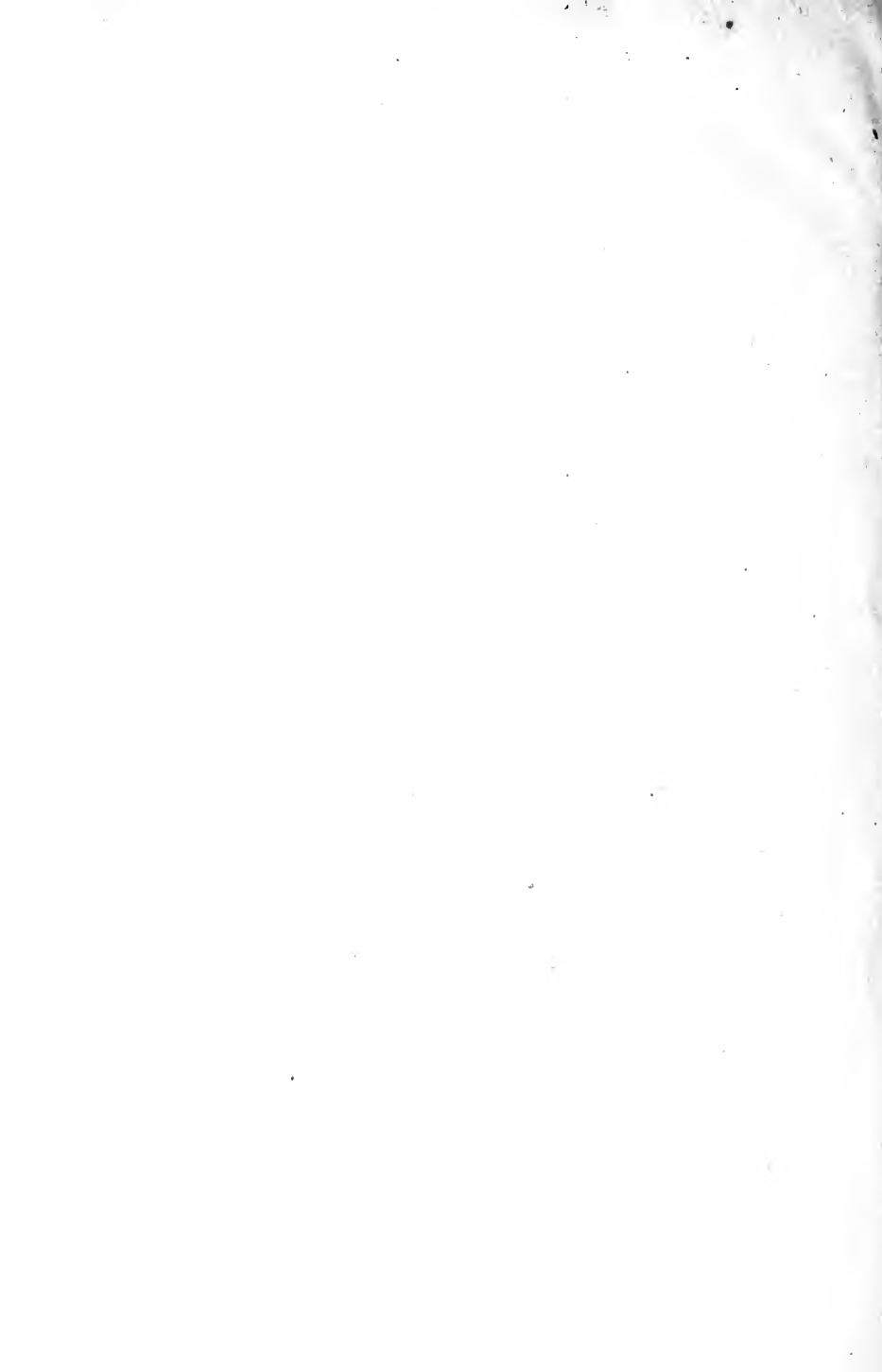
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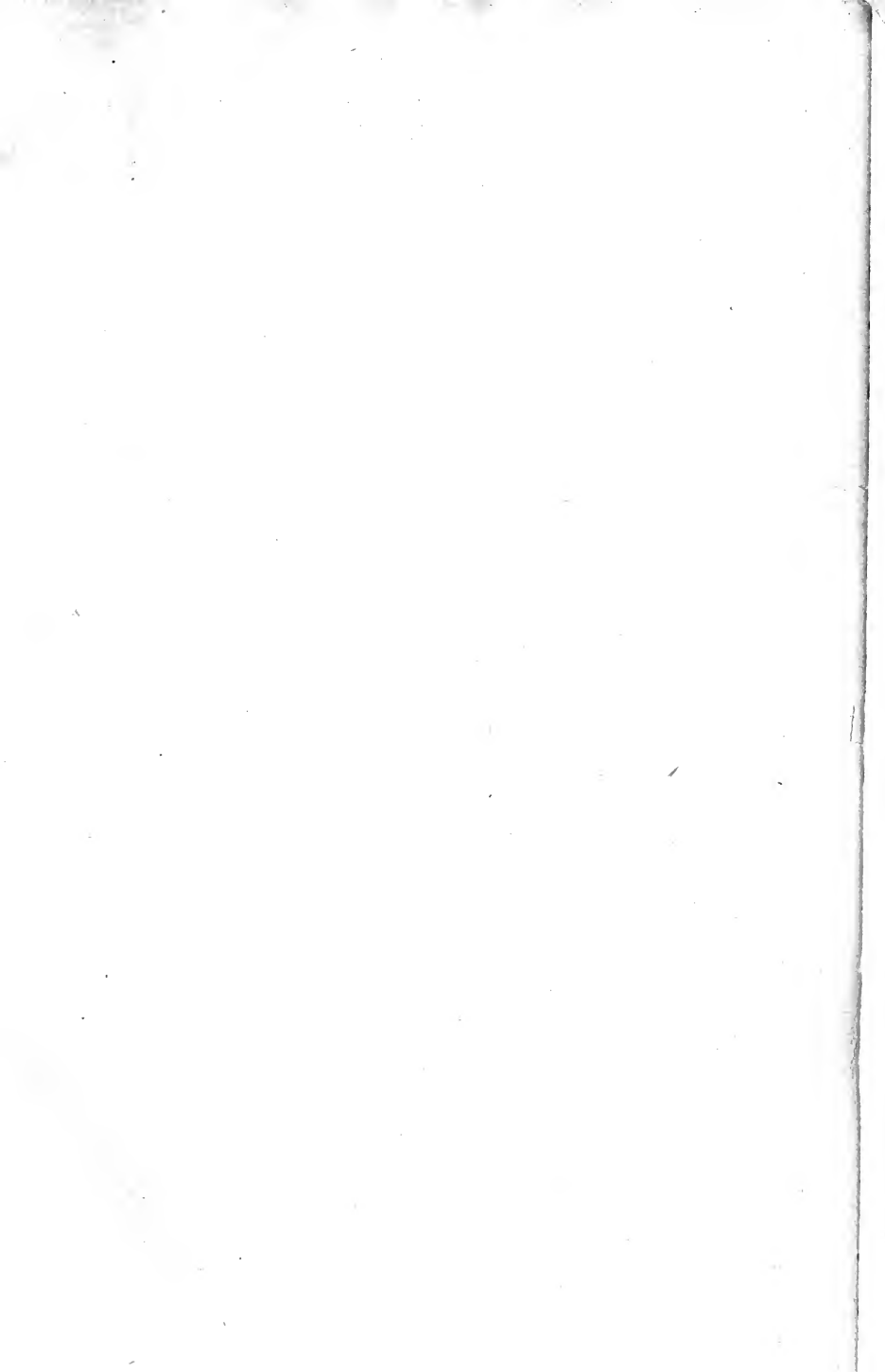
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